DOCUMENT RESUME

ED 482 297 PS 031 671

TITLE	Missouri Pre-K Social and Emotional Development Standards and Approaches to Learning, Teacher's Guide, [and] Parent Handbook: Early Social and Emotional Development and Approaches to Learning.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE	2002-11-00
NOTE	76p.; Full text of teacher's guide is http://dese.mo.gov/divimprove/fedprog/early child/Pre-K%20Standards/socteachguide.pdf. Full text for the parent handbook is http://dese.mo.gov/divimprove/fedprog/earlychild/Pre-K%20Standards/socparguide.pdf.
AVAILABLE FROM	Missouri Department of Elementary and Secondary Education, 205 Jefferson Street, Jefferson City, MO 65102-0480. Tel: 573-751-4446; Fax: 573-751-1179; Web site: http://www.dese.mo.gov. For full text: http://dese.mo.gov/divimprove/ fedprog/earlychild/Pre-K Standards.pdf.
PUB TYPE	Guides - Classroom - Teacher (052) -- Guides - Non-Classroom (055) -- Multilingual/Bilingual Materials (171)
LANGUAGE	English, Serbocroatian
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	Behavior Standards; Child Responsibility; Developmentally Appropriate Practices; *Emotional Development; Interpersonal Competence; Interpersonal Relationship; Multilingual Materials; Parent Materials; Parent Student Relationship; Parents as Teachers; Personal Autonomy; *Preschool Children; *Preschool Education; Problem Solving; *Social Development; *State Standards; Student Educational Objectives; Student Responsibility; Teacher Student Relationship; Teaching Guides
IDENTIFIERS	Confidence; Indicators; *Missouri; Self Awareness

ABSTRACT

This document is comprised of four publications of the early childhood section of the Missouri Department of Elementary and Secondary Education: (1) prekindergarten standards related to social and emotional development and approaches to learning; (2) a teacher's guide to early social and emotional development and approaches to learning; (3) a parent's handbook for early social and emotional development and approaches to learning; and (4) a Bosnian-language [Serbo-Croatian] version of the parent handbook. The standards, developed by a broad-based group of individuals representing the multi-faceted Missouri early childhood community, provide broad descriptions of what most children should know and be able to do by kindergarten entry and represent a shared set of expectations for preschoolers in social and emotional development. The standards publication delineates the Missouri prekindergarten guiding principles and presents process standards, indicators of competency development, and examples of behaviors children may exhibit related to their knowledge of self, knowledge of others, and approaches to learning. The teacher's guide provides an explanation of the standards and

Reproductions supplied by EDRS are the best that can be made
from the original document.

offers practical suggestions for creating engaging, developmentally appropriate learning communities in which each child's social and emotional development is fostered and in which positive approaches toward learning can be cultivated. Also included in the guide are suggestions for communicating with families and a 51-item resource list of books, websites, magazines, and brochures. The parent handbook introduces the standards, provides information on how a child may exhibit progress toward a particular standard or goal, and offers suggestions for parental support of children's social and emotional development and the development of positive approaches to learning. The handbook closes with a list of general tips for parents, a 16-item bibliography, and a list of children's books related to feelings, fears, new siblings, death, divorce, relationships, moving, illness/surgery, and diversity. (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 482 297

Missouri Pre-K Social and Emotional Development Standards and Approaches to Learning, Teacher's Guide, [and] Parent Handbook: Early Social and Emotional Development and Approaches to Learning.

Missouri Department of Elementary and Secondary Education
Early Childhood Section

November 2002

PS 031971

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
P. K. King
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Missouri Pre-K Social and Emotional Development Standards and Approaches to Learning

Missouri Department of Elementary and Secondary Education • Early Childhood Section

PS 031971

BEST COPY AVAILABLE

Introduction

The standards are broad descriptions of what most children should know and be able to do by the time they enter kindergarten. They are not a curriculum but a framework for communicating a shared set of expectations for preschool children in the field of social and emotional development.

We realize some children will far exceed these standards; others will not enter kindergarten with the knowledge and experiences suggested in this document. Just as we recognize that different people bring different things to our society, we also recognize that variability in children is normal. The standards are not intended to be used to determine whether a child "is ready" to enter kindergarten. The standards are, however, goals for adults to use in supporting the social and emotional development and approaches to learning of preschool children. Available evidence indicates that the standards are appropriate for most children.

The standards were developed by a broad-based group of individuals whose backgrounds are representative of many facets of the early childhood community in Missouri. The standards are intended to be used in a variety of early childhood settings by a variety of people — parents, parent educators, child-care providers, Head Start and public/private school teachers, etc. They are consistent with current research and recommendations from other state and national initiatives.

It is our hope that the ultimate beneficiaries of this work will be our children, resulting in all children entering school ready to succeed.

Missouri Pre-K Guiding Principles

1. All children actively seek to comprehend the world in which they live. Given the opportunity to make choices concerning their activities, they acquire knowledge, skills and the ability to solve problems.

2. Children construct knowledge and values through interactions with peers, parents and other adults and through active exploration of the physical and social environment.

3. Young children's thinking contains predictable errors.

4. Early learning and areas of development interact and influence each other.

5. Families (parents) are the child's first and most important teachers.

6. Children exhibit individual differences in their development of competencies.

Missouri Pre-K Social and Emotional Development Standards

Content Component	Process Standards
Knowledge of self	Exhibits self awareness Develops self control Develops personal responsibility
Knowledge of others	Builds relationships of mutual trust and respect with others Works cooperatively with children and adults

Process Standards ..... Competencies in the process of social and emotional development.

Indicators ..... Milestones toward the development of competencies.

Examples ..... Observable behaviors children may exhibit in their social and emotional development.

Guiding Principles ..... Principles of child development that guide Missouri early childhood practices.

Knowledge of self

Exhibits self-awareness.

Indicator	Examples
1. Shows respect for self.	The child • stands up for his or her own rights and needs. • acknowledges accomplishments (e.g., says, "I can hit the ball."). • uses self-help skills (e.g., washing hands with soap and water, brushing teeth with assistance, trying new foods).
2. Develops personal preferences.	The child • makes choices. • expresses likes and dislikes. • chooses a favorite color, food, song, friend, etc.
3. Knows personal information.	The child • describes self using several basic characteristics (e.g., gender, age, hair color, eye color). • refers to self by first and last name. • knows parents'/guardians' names. • may know address and telephone number.

Knowledge of self

Develops self-control.

Indicator	Examples
1. Follows simple rules.	The child • follows a few clear and consistent home or classroom rules. • follows rules made with adults and/or peers in a game or in play. • follows safety rules.
2. Accepts transitions and follows daily routines.	The child • understands and follows schedules and routines at home or school. • manages smooth transitions from one activity to the next (e.g., comes indoors to wash hands for lunch or to listen to a story). • separates from parents easily.
3. Expresses feelings through appropriate gestures, actions and language.	The child • identifies emotions (e.g., says, "I'm really mad," or "The story made me sad."). • shares happiness or success of another. • offers help to someone who is hurt. • uses pretend play to understand and respond to feelings. • controls an impulse to take an object away from another child (e.g., uses appropriate words instead of hitting).
4. Adapts to different environments.	The child • adjusts behavior in different settings (e.g., at the library, church, home, playground or school). • follows rules in different settings.

Knowledge of Self

Develops personal responsibility.

Indicator	Examples
1. Cares for personal and group possessions.	The child • carefully handles books and other objects. • takes care of toys. • puts away belongings and materials (e.g., clothing, toys, art supplies).
2. Begins to accept the consequences of his or her own actions.	The child • brings a damaged object to parent or teacher for repair after breaking it. • admits wrongdoing (e.g., says, "I hit her because she took my toy.").

Knowledge of others

Builds relationships of mutual trust and respect with others.

Indicator	Examples
1. Respects the rights of others.	The child • listens while others are speaking. • takes turns and follows rules. • respects the personal space of others (e.g., keeps hands to self).
2. Respects adult leadership.	The child • uses an adult as a resource (e.g., seeks information, assistance or advice). • follows adults' guidelines for safety in the home or classroom. • follows adults' rules for appropriate behavior in different environments. • shows interest in community workers (e.g., firefighters, police officers, dentists, doctors) and understands their roles in the community.
3. Seeks comfort and security from significant adults.	The child • shows an attachment or bond to an adult. • goes to an adult if he or she has a problem. • feels safe with significant adults.
4. Develops friendships.	The child • offers help and resources to others. • has a special friendship with one or two peers (e.g., misses them if they are apart or frequently chooses them in play). • is named as a friend or play partner by others.
5. Uses courteous words and actions.	The child • says "please," "thank you," "hello" and "goodbye" at appropriate times. • shares toys; passes items at mealtime. • waits for a turn during conversation.
6. Respects similarities and differences among people.	The child • notices the similarities and differences in others. • includes children with differences (e.g., gender, race, special needs, culture and language) in play. • explores real-life situations through pretend play. • recognizes that different individuals have different kinds of skills and information.

Knowledge of others

Works cooperatively with children and adults.

Indicator	Examples
1. Participates successfully as a member of a group.	The child • allows others to join play and activities. • participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower). • plays cooperatively with others (e.g., takes turns when playing a game). • identifies self as a member of a group (e.g., refers to our family, our school, our team).
2. Shares experiences and ideas with others.	The child • engages in conversations to express his or her own ideas. • expresses self through pretend play, art, music, dance, written work and spoken language. • shares personal information.
3. Begins to examine a situation from another person's perspective.	The child • adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first).
4. Resolves conflicts with others.	The child • shows an interest in fairness and established rules. • attempts to make amends (e.g., says, "I'm sorry" or offers a toy). • participates in resolving conflict with adult assistance. • attempts to solve problems without adult help (e.g., negotiates or compromises).

Missouri Pre-K Approaches to Learning

Content Component	Process Standards
Approaches to learning	Shows curiosity Takes initiative Exhibits creativity Shows confidence Displays persistence Uses problem-solving skills

Process Standards ..... Competencies in the process of approaches to learning.

Indicators ..... Milestones toward the development of competencies.

Examples ..... Observable behaviors children may exhibit in their approaches to learning.

Guiding Principles ..... Principles of child development that guide Missouri early childhood practices.

Approaches to Learning

Shows curiosity.

Indicator	Examples
1. Expresses interest in people.	The child • asks about people in his or her environment. • takes interest in others' activities. • asks others for personal information (e.g., asks, "What's your name?" or "Why do you have a Band-Aid?").
2. Shows interest in learning new things and trying new experiences.	The child • explores on his or her own. • develops personal interest (e.g., likes trains, dinosaurs, dolls). • investigates and experiments with materials. • shows interest in how others do things.
3. Asks questions.	The child • uses questions to find answers. • wonders why something is the way it is.

Approaches to Learning

Takes initiative.

Indicator	Examples
1. Initiates interaction with others.	The child • asks a friend to join in play. • joins a play activity already in progress. • participates in group activities. • suggests play activities.
2. Makes decisions independently.	The child • selects materials for a project. • offers to help others. • does the correct thing when others do not.
3. Develops independence during activities, routines and play.	The child • hangs up his or her coat when coming indoors. • enjoys playing alone at times. • completes a task.

Approaches to Learning

Exhibits creativity.

Indicator	Examples
1. Tries new ways of doing things.	The child • completes projects differently than others (e.g., uses a novel approach in block structures, paintings, clay structures). • uses materials in a new way (e.g., blanket becomes a tent). • invents new activities or game or suggests new rules for a familiar game.
2. Uses imagination to generate a variety of ideas.	The child • makes up words, songs or stories. • engages in pretend play. • makes changes to a familiar story by adding actions or characters. • expresses ideas through art, construction, movement or music.
3. Exhibits a sense of humor.	The child • laughs when someone tells a funny story. • exaggerates a movement or statement to be funny. • makes up silly words; plays with sounds. • makes up jokes (e.g., tells simple jokes over and over).

Approaches to Learning

Shows confidence.

Indicator	Examples
1. Expresses his or her own ideas and opinions.	The child • communicates likes and dislikes. • suggests a solution for a conflict or problem. • shares ideas in a group situation (e.g., shares with family or peers or in a classroom).
2. Views self as competent and has a positive self-image.	The child • expresses mastery of a skill (e.g., says, "Now I can swing myself."). • asks others to view his or her creation (e.g., says, "Look at my picture."). • contributes to family/classroom discussions. • takes pride in accomplishments.

Approaches to Learning

Displays persistence.

Indicator	Examples
1. Sustains attention to a task or activity appropriate for his age.	The child • remains engaged in an activity (e.g., builds an extensive block structure or completes playing a game). • attends to a task regardless of distractions. • works on a task over a period of time, leaving and returning to complete it (e.g., Lego structure, picture).
2. Pursues challenges.	The child • makes plans for an activity. • completes a project. • continues to try a difficult task (e.g., builds a complex block structure).
3. Copes with frustration.	The child • shows understanding when a peer accidentally knocks down his or her block structure. • can lose a game without getting upset. • persists in trying to complete a task after many attempts have failed (e.g., tie shoes, ride a bike).

Approaches to Learning

Uses problem-solving skills.

Indicator	Examples
1. Recognizes problems.	The child • states a personal problem (e.g., says, "I can't get my jacket zipped," or "I can't find the purple marker."). • anticipates potential for problems (e.g., says, "If I climb too high, I won't be able to get down."). • recalls a previous problem (e.g., says, "I remember the last time we built the house, we had to put another block in here to hold it up.").
2. Tries to solve problems.	The child • modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall or moves during story time to see the book or puts on a sweater when cold). • changes behavior in response to another child or adult (e.g., comforts another child who is crying). • asks for help from another child or an adult.
3. Works with others to solve problems.	The child • cooperates in making decisions with another child (e.g., plans with a peer to build a castle out of blocks or plans with a peer what game to play or how to share materials such as toys or markers). • offers solutions to conflict with another child. • takes turns (e.g., says, "Let's decide who goes first, second ... .").

Social and Emotional Development and Approaches to Learning Committee

Dee Beck, DESE
Becky Beckner, Columbia Public Schools
Gretchen Berhorst, DESE
Lana Brooks, DESE
Diane Buatte, Springfield Public Schools
Jenny Buehler, CMCHDC Head Start
Kerry Caverly, Parents as Teachers National Center
Delores Christian, Community Services Head Start
Julie Cowell, DESE
Anne Davies-Speers, Community Services Head Start
Jeannie Edwards, St. Louis Community College at Florissant Valley
Ruth Flynn, DESE
Sara Gable, University of Missouri–Columbia
Lori Garrison, Clearwater School District
Chris Groccia, Head Start State Collaboration Office
Linda Hillen, Hickman Mills School District
James Hunter, Department of Health and Senior Services
Angie Koetting, DESE
Jeri LeVesque, Webster University
Freda Markley, Consultant
Judy McClure, Warrensburg School District
Lockie McMurry, Clearwater School District
Judy Noland, Lee's Summit School District
Susan Prichard-Green, Department of Mental Health
Kellie Quinn, LIFT
JoAnne Ralston, Department of Health and Senior Services
Cindy Reese, Department of Social Services
Carolyn Rybicki, St. Louis Community College at Florissant Valley
Micca Ruffin, Jefferson City School District
Sharon Shattgen, DESE
Sharon Schneeberger, Project Construct National Center
Margaret Strecker, DESE
Barbara Veasley, Veasley's Tender Loving Care Childcare Center
Theresa Villmer, DESE
Patty Wilde, Rockwood School District
Connie Wilkinson, Wilkinson Preschool
Pat Willis, Department of Health and Senior Services
Mildred Winter, Consultant
Marcia Wilson, Department of Mental Health
Maureen Zupanec, Lee's Summit School District

Special thanks to:

Department of Elementary and Secondary Education (DESE)
Department of Health and Senior Services
Department of Social Services
Missouri Head Start Collaboration Office
Parents as Teachers National Center
Project Construct National Center

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480
Jefferson City, MO 65101
(573) 751-2095
www.dese.state.mo.us

"Making a positive difference through education and service"

Teacher's Guide:

Early Social and Emotional Development and Approaches to Learning

Missouri Department of Elementary and Secondary Education ■ Early Childhood Section

PS 031671

Acknowledgments

The *Missouri Pre-K Social and Emotional Development Standards* are the collaborative effort of a broad-based group of individuals who represent the many facets of the early childhood community in Missouri. This committee drew upon current research and consulted other national and state initiatives for recommendations. In addition, the Missouri Department of Elementary and Secondary Education (DESE), Department of Health and Senior Services, Department of Social Services, the Missouri State Head Start Collaboration Office, the Parents as Teachers National Center, and the Project Construct National Center contributed to this work under the leadership of the Early Childhood Section of the Department of Elementary and Secondary Education.

Committee Members

Dee Beck, DESE
Becky Beckner, Columbia Public Schools
Gretchen Berhorst, DESE
Lana Brooks, DESE
Diane Buatte, Springfield Public Schools
Jenny Buehler, CMCHDC Head Start
Kerry Caverly, Parents as Teachers National Center
Delores Christian, Community Services Head Start
Julie Cowell, DESE
Anne Davies-Speers, Community Services Head Start
Jeannie Edwards, St. Louis Community College at Florissant Valley
Ruth Flynn, DESE
Sara Gable, University of Missouri–Columbia
Lori Garrison, Clearwater School District
Chris Groccia, Head Start State Collaboration Office
Linda Hillen, Hickman Mills School District
James Hunter, Department of Health and Senior Services
Angie Koetting, DESE
Jeri LeVesque, Webster University
Freda Markley, Consultant
Judy McClure, Warrensburg School District
Lockie McMurry, Clearwater School District
Judy Noland, Lee's Summit School District
Susan Prichard-Green, Department of Mental Health
Kellie Quinn, LIFT
JoAnne Ralston, Department of Health and Senior Services
Cindy Reese, Department of Social Services
Carolyn Rybicki, St. Louis Community College at Florissant Valley
Micca Ruffin, Jefferson City School District
Sharon Shattgen, DESE
Sharon Schneeberger, Project Construct National Center
Margaret Strecker, DESE
Barbara Veasley, Veasley's Tender Loving Care Childcare Center
Theresa Villmer, DESE
Patty Wilde, Rockwood School District
Connie Wilkinson, Wilkinson Preschool
Pat Willis, Department of Health and Senior Services
Mildred Winter, Consultant
Marcia Wilson, Department of Mental Health
Maureen Zupanec, Lee's Summit School District

Purpose

This guide, along with the *Parent Handbook*, is a companion piece to the *Missouri Pre-K Social and Emotional Development Standards and Approaches to Learning*. It is intended for all adults who work with preschool-age children and their families — teachers, caregivers, and/or parent educators. The guide is designed to provide an explanation of the standards and contains practical suggestions for creating engaging, developmentally appropriate learning communities where each child's social and emotional development is fostered.

Why is it important to have such standards? In Missouri, the Outstanding Schools Act of 1993 called together a group of master teachers, parents and policy-makers from around the state. The Show-Me Standards were the result of that group's work. Those standards are designed for students in kindergarten through grade 12 and serve to ensure that graduates of Missouri's public schools have the knowledge, skills and competencies to lead productive, fulfilling and successful lives.

However, we all realize that the foundations for learning are laid well before a child enters kindergarten! Research tells us that the pre-kindergarten years provide crucial opportunities for educators and caregivers to influence children's growth and development. If our goal is that every child enter kindergarten ready to learn and succeed, pre-kindergarten educational standards can provide us with shared understandings about the competencies critical for this to occur. In addition, pre-K standards provide a direct link to the Show-Me Standards, so we know that we are preparing children for the high expectations they will encounter as they progress through school.

To this end, the pre-K standards describe the social and emotional competencies most children should demonstrate by the time they enter kindergarten. They represent a shared set of expectations for preschool children that were developed by drawing upon current research about how young children develop and learn. It is important to keep in mind, however, that children develop and learn in their own unique ways. While research demonstrates that these standards are appropriate for most children who are about to enter kindergarten, our responsibility as educators is to assess where each child is on the developmental continuum and build on what that child knows and can do.

Educators can determine this only through ongoing observational assessment. This guide will illustrate some indicators that teachers can reliably assess to show each child's progress over time. This data can be used to plan meaningful, engaging learning experiences that promote both social and emotional competencies and strong, sustainable learning communities. You will also find information about creating supportive environments and partnering with parents and families to promote community building and an enthusiasm for learning as well as a list of helpful resources.

Guiding Principles

Missouri early childhood practices are based on the following principles. They provide a structure to support our work with young children and remind us of the "big picture" — the theoretical framework for our teaching.

1. **All children actively seek to comprehend the world in which they live.** Given the opportunity to make choices concerning their activities, they acquire knowledge, skills and the ability to solve problems. Children are born with a desire to learn about and make sense of their world. Research has shown us that if children are able to choose what they would like to find out about, they not only gain knowledge and skills but are highly motivated to do so. We can foster this early love for learning by allowing children choices in their activities and by supporting their attempts to solve their own problems.
2. **Children construct knowledge and values through interactions with peers, parents and other adults and through active exploration of the physical and social environments.** Children flourish in a learning community where they can directly act on objects and interact with people. This is because, for young children, thoughts and actions are very closely related. When we provide children with opportunities to explore, experiment, make predictions, collaborate and share their thinking with others, we support both their cognitive and social development.
3. **Young children's thinking contains predictable errors.** As children develop, they construct knowledge by integrating new information with what they already know. In doing so, children will often make errors or mistaken assumptions. This is a necessary part of the learning process. When we give children enough time and appropriate guidance to recognize and correct their errors, we not only teach them how to think for themselves, but we show them that we have confidence that they can figure things out. Children with confidence in their own ability to work through problems are active thinkers!
4. **Early learning and areas of development interact and influence each other.** While adults are accustomed to categorizing learning by subject areas (science, math, etc.), this is not how young children organize their thoughts. Their emotional and social development goes hand in hand with their learning in other areas. In fact, a child's ability to build a knowledge base depends upon his or her social, emotional and physical development and is closely linked to it. As educators, we serve children best by designing learning experiences that are both meaningful to them and that span various areas of development.

5. **Families (parents) are the child's first and most important teachers.** Families (parents), as children's earliest and most influential teachers, are our most helpful partners in educating young children. We are all deeply invested in the child's success and share a common goal: to provide the best education possible in a safe, nurturing environment that is rich with opportunities for learning. Building open, respectful and trusting relationships with the parents and families of the children in our care helps children develop a sense of security and continuity between home and school.
6. **Children exhibit individual differences in their development of competencies.** Although research (and our own experience) has shown us that children generally go through identifiable stages as they grow and develop, it is also true that there can be great individual differences in the rate and manner in which children pass through these stages. This variation is normal. We can best support each child's progress by meeting children where they are and building on their strengths.

children are born with a desire to learn about and make sense of their world

Organization

The standards cover the broad scope of child development and are organized by:

I. **Content Component** — the specific content area to be addressed; for example, knowledge of self and knowledge of others.

II. **Process Standards** — identifiable competencies or capabilities in the process of social and emotional development, such as developing self-control and building relationships of mutual trust and respect with others.

III. **Indicators** — observable milestones in the development of competencies, such as initiating interactions with others and participating successfully as a member of a group.

IV. **Examples** — specific behaviors children may exhibit in their development, such as expressing preferences, listening while others are speaking and sharing ideas in a group situation.

This structure provides us with an accessible way to see how the standards fit into our curriculum and teaching practices.

The Social and Emotional Standards (Goals) and Approaches to Learning

There are three content components in this developmental domain: knowledge of self, knowledge of others, and approaches to learning. In addition, you will find process standards, along with indicators and examples, associated with each of these content components. Together the content and process standards reflect the various dimensions of children's social and emotional development.

Social and Emotional Standards

Knowledge of self

- Exhibits self-awareness.
- Develops self-control.
- Develops personal responsibility.

Knowledge of others

- Builds relationships of mutual trust and respect with others.
- Works cooperatively with children and adults.

Approaches to Learning

- Shows curiosity.
- Takes initiative.
- Exhibits creativity.
- Shows confidence.
- Displays persistence.
- Uses problem-solving skills.

22

BEST COPY AVAILABLE

Knowledge of self

Exhibits self-awareness.

This standard refers to the child's growing awareness of his or her own preferences and abilities as well as personal information. As children develop a sense of personal identity, they begin to recognize the characteristics that make them unique as individuals and to build self-esteem. They also begin to develop a sense of their family connections and cultural identity. This is a crucial early step along the pathway to becoming an autonomous, that is, independent and self-governing, person. Also, knowing and understanding one's self is the basis for knowing and understanding others and leads to the capacity to take others' perspectives.

There are three indicators to assess how a child exhibits self-awareness:

Indicators **The child ...**	**Examples** **The child ...**
Shows respect for self.	• stands up for his or her own rights and needs. • acknowledges accomplishments (e.g., says, "I can hit the ball."). • uses self-help skills (e.g., washing hands with soap and water, brushing teeth with assistance, trying new foods).
Develops personal preferences.	• makes choices. • expresses likes and dislikes. • chooses a favorite color, food, song, friend, etc.
Knows personal information.	• describes self using several basic characteristics (e.g., gender, age, hair color or eye color). • refers to self by first and last name. • knows parents'/guardians' names. • may know address and telephone number.

Teacher strategies to support development of self-awareness include:

- providing opportunities for children to express preferences and make choices throughout the day (e.g., at area time or at snack time).
- allowing children sufficient time to consider and make choices.
- respecting children's preferences and decisions (within reason and always with regard to safety issues).
- accepting children's ideas and opinions.
- encouraging children to express preferences through modeling.
- playing games, such as the name game, to help children learn and remember personal information.

Develops self-control.

This standard refers to the child's increasing ability to control impulses and participate in activities with others as well as to adapt to changing conditions in acceptable and culturally appropriate ways.

There are four indicators to assess a child's development of self-control:

Indicators The child ...	Examples The child ...
Follows simple rules.	• follows a few clear and consistent home or classroom rules. • follows rules made with adults and/or peers in a game of play. • follows safety rules.
Accepts transitions and follows daily routines.	• understands and follows schedules/routines at home or school. • manages smooth transitions from one activity to the next (e.g., comes indoors to wash hands, to eat lunch, to listen to a story). • separates from parents easily.
Expresses feelings through appropriate gestures, actions and language.	• identifies emotions (e.g., says, "I'm really mad." or "The story makes me sad."). • shares happiness or success of another. • offers to help someone who is hurt. • uses pretend play to understand and respond to feelings. • controls an impulse to take an object away from another child (e.g., uses appropriate words instead of hitting).
Adapts to different environments.	• adjusts behavior in different settings (e.g., library, home, playground or school). • follows rules in different settings.

Teacher strategies for promoting ability to exhibit self-control:

- modeling vocabulary for expressing feelings through language.
- acknowledging and accepting children's expressions of feelings.
- engaging children in talks about how to behave in various situations.
- using literature to help children take the perspective of others.
- taking advantage of events in the classroom to explain the need for rules and to involve the children in rule making and conflict resolution.
- clearly signaling transitions through the use of music, songs, etc.
- creating and posting schedules that show the events of the day/week/etc. in a way children understand (e.g., with pictures, photos or symbols).
- establishing routines that take into account children's needs for rest, activity, play, conversation, etc.

Develops personal responsibility.

This standard refers to the child's increasing sense of belonging and participating as a member of a family and community, whether at home, school or in another setting. Exhibiting a sense of personal responsibility indicates that one is aware of one's own place in the world and of the obligations that place entails. It also involves the child's growing sense of competence and confidence that he or she is a valued and contributing member of his or her family and community.

There are two indicators to assess a child's sense of personal responsibility:

Indicators The child ...	Examples The child ...
Cares for personal and group possessions.	• carefully handles books and other objects. • takes care of toys. • puts away belongings and materials, such as clothing, toys and art supplies.
Begins to accept the consequences of his or her own actions.	• brings a damaged object to a parent or teacher for repair after breaking it. • admits wrongdoing (e.g., says, "I hit her because she took my toy.").

Teacher strategies to promote development of personal responsibility include:

- modeling appropriate methods for handling objects, cleaning up, etc.
- providing children opportunities to do things for themselves and/or for the class.
- discussing issues of carelessness, destruction of property, etc., as soon as they occur and inviting suggestions for resolving the problem.
- allowing children to experience the consequences of carelessness, etc. (within reason and always with safety considerations in mind), then discussing the situation with the child or children (without blaming or shaming) in order to solve the problem.
- listening to children's explanations and supporting their efforts towards reparation.
- using stories/literature to engage children in taking the perspectives of others.
- asking open-ended questions to evoke children's responses.

Knowledge of others

Builds relationships of mutual trust and respect with others.

This standard refers to the child's growing ability to initiate and sustain relationships with adults and peers that are characterized by honesty, openness and consideration for others' feelings and views. Children who experience relationships that are respectful and cooperative respond with feelings of trust, security and confidence. These are the building blocks for understanding one's self as an individual and as a member of a community and for functioning as a valued member of one's social world.

There are six indicators for assessing a child's ability to develop trusting and respectful relationships:

Indicators **The child ...**	**Examples** **The child ...**
Respects the rights of others.	• listens while others are speaking. • takes turns and follows rules. • respects the personal space of others (e.g., keeps hands to self).
Respects adult leadership.	• uses an adult as a resource (e.g., seeks information, assistance or advice). • follows adults' guidelines for safety in the home or classroom. • follows adults' rules for appropriate behavior in different environments. • shows interest in community workers (e.g., firefighters, police officers, dentists, doctors) and understands their roles in the community.
Seeks comfort and security from significant adults.	• shows an attachment or bond to an adult. • goes to an adult if he or she has a problem. • feels safe with significant adults.
Develops friendships.	• offers help and resources to others. • has a special friendship with one or two peers (e.g., misses them if they are apart; frequently chooses them in play). • is named as a friend or play partner by others.
Uses courteous words and actions.	• says "please" and "thank you" or "hello" and "goodbye" at appropriate times. • shares toys; passes items at mealtime. • waits for a turn during conversation.

Indicators **The child ...**	**Examples** **The child ...**
Respects similarities and differences among people.	• notices the similarities and differences in others. • includes children with differences in play (i.e., differences such as gender, race, special needs, culture and language). • explores real-life situations through pretend play. • recognizes that different individuals have different kinds of skills and information.

Teacher strategies for supporting development of relationships of mutual trust and respect with others include:

- modeling trust, honesty and respect in dealings with children and adults.
- having class meetings to discuss events and issues, resolve problems and share celebrations and news.
- engaging the children in voting to decide questions (e.g., to determine the name of a pet).
- using literature to help children take the perspective of others and/or to facilitate problem solving.
- creating an environment where children feel safe and secure and where their feelings and views are accepted.
- modeling the vocabulary and conventions of courtesy and politeness.
- providing opportunities during the day for children to choose to work or play with particular others.
- supporting children in their efforts to resolve conflicts with others by helping them reach a mutually satisfactory resolution (rather than imposing a solution that seems "fair" to adults).
- inviting guests who are "community helpers" to talk to the children about their roles and why they do what they do.
- providing opportunities and materials for children to express their ideas, feelings and role-playing through pretend play.
- encouraging participation in group (small and/or large) games, allowing children to make up or modify rules and to resolve their own conflicts (always with safety considerations in mind).

ability to initiate and sustain relationships with adults and peers that are characterized by honesty, openness and consideration

Knowledge of others

Works cooperatively with children and adults.

This standard signifies the child's increasing ability to participate as a contributing member of his or her family and community. It is crucial to success in school as well as in life. Learning how to negotiate and cooperate in the process of solving everyday problems helps children develop critical thinking skills. As children learn to consider the views of others, they become increasingly able to tolerate differences of opinion. In addition, children become aware of the interdependence of people in the various communities that make up their world and to appreciate the contributions of others.

There are four indicators to assess a child's capacity to work cooperatively with other children and adults:

Indicators **The child ...**	**Examples** **The child ...**
Participates successfully as a member of a group.	• allows others to join play and activities. • participates cooperatively in large and small group activities (i.e., is sometimes a leader and sometimes a follower). • plays cooperatively with others (e.g., takes turns when playing a game). • identifies self as a member of a group (e.g., refers to our family, our school, our team).
Shares experiences and ideas with others.	• engages in conversations to express his or her own ideas. • expresses self through pretend play, art, music, dance, written work and spoken language. • shares personal information.
Begins to examine a situation from another person's perspective.	• adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first).
Resolves conflicts with others.	• shows an interest in fairness and established rules. • attempts to make amends (e.g., says "I'm sorry" or offers a toy). • participates in resolving conflict with adult assistance. • attempts to solve problems without adult help (i.e., negotiates or compromises).

25

BEST COPY AVAILABLE

provide daily
opportunities
for children to
express themselves
through **art,**
construction,
music,
movement and
language

Teacher strategies to promote ability to work cooperatively as a member of a group include:

- holding "circle time" daily and encouraging children to share their news and views, plan activities, etc.
- using class meetings and discussions to resolve issues of concern.
- engaging children in small-group work.
- providing daily opportunities for children to express themselves through art, construction, music, movement and language.
- modeling how to express one's feeling through words and tone of voice.
- taking advantage of spontaneous events in the classroom to involve children in rule making and problem solving as well as meaningful projects.
- supporting children in building relationships and friendships with peers and solving their own problems by providing time and space for hands-on activities and games.
- taking time to recognize and celebrate special events and accomplishments of individuals and the class.

ability **to participate** as a **contributing**
family and **community member**

Approaches to learning

Shows curiosity.

This standard refers to the child's inquisitiveness — the active desire to learn. It relates to the child's natural tendency to explore all aspects of the environment from objects and people to ideas and customs. It is through finding the answers to their own questions that children construct knowledge. Most important, young children express their curiosity not only through asking questions but also by manipulating, acting on and experimenting with objects and by tasting, touching and taking things apart. A curious child is a child who is eager and ready to learn.

There are three indicators to assess ways a child demonstrates curiosity:

Indicators **The child ...**	**Examples** **The child ...**
Expresses interest in people.	• asks about people in his or her environment. • takes an interest in others' activities. • asks others for personal information (e.g., asks, "What's your name?" or "Why do you have a Band-Aid?").
Shows interest in learning new things and trying new experiences.	• explores on his or her own. • develops a personal interest (e.g., likes trains, dinosaurs, dolls, etc.). • investigates and experiments with materials. • shows an interest in how others do things.
Asks questions.	• uses questions to find answers. • wonders why something is the way it is.

Teacher strategies to promote curiosity include:

- providing a learning environment with a wide variety of materials for children to explore and manipulate (being careful to avoid creating an overstimulating or overwhelming situation).
- having "real" objects (that can be safely manipulated or disassembled) available for children to explore, such as typewriters, telephones, etc.
- periodically introducing new materials (and retiring those the children seem to have lost interest in) into the classroom.
- asking children open-ended questions about what they are doing, observing or thinking about.
- modeling wonderment and ways to investigate questions.
- providing a "science area" with examples of objects (e.g., shells, interesting rocks, bird nests) and/or living things (e.g., hamsters, ant farms, etc.) for the children to observe and interact with.
- encouraging children to ask questions.
- accepting children's theories and encouraging them to test them or try them out (always with safety considerations in mind, of course).
- reading aloud literature to stimulate children's interest in and curiosity about people, places, the natural world, machines, etc.
- using children's questions about spontaneous events (e.g., a construction site across the street; artifacts from a family visit to another country) to engage them in a meaningful project.
- taking children on walks to explore the natural world.

active desire to learn

Approaches to learning

Takes initiative.

This standard refers to a child's increasing ability to exhibit a spirit of independence and sense of control over his or her choices. It also reflects the child's ability to initiate social relationships and demonstrate a growing sense of self-sufficiency and confidence in interactions with others.

There are three indicators to assess a child's capacity to take initiative:

Indicators **The child ...**	**Examples** **The child ...**
Initiates interactions with others.	• asks a friend to join in play. • joins a play activity already in progress. • participates in group activities • suggests play activities.
Makes decisions independently.	• selects materials for a project. • offers to help others. • does the correct thing when others do not.
Develops independence during activities, routines and play.	• hangs up his or her coat when coming indoors. • enjoys playing alone at times. • completes a task.

Teacher strategies to promote ability to take initiative include:

- holding class meetings where children can propose solutions for solving problems and/or resolving conflicts.
- establishing routines and engaging class helpers to manage daily tasks.
- encouraging children to participate in group (large and small) games where they can modify or make their own rules and resolve conflicts.
- giving children opportunities to make choices throughout the day (e.g., at area or center time).
- allowing children to direct their own play.
- providing easily accessible materials for children to use as they pursue their own interests or engage in personal projects.
- seeking children's suggestions for solving problems and trying them out (within the bounds of reason and safety).
- giving children responsibility for maintaining routines, classroom chores, etc.

Approaches to learning

Exhibits creativity.

This standard refers to a child's capacity to express his or her own unique way of seeing the world as well as his or her talents. Creativity can be expressed in many ways although we commonly think of this word in association with the expressive arts. However, creativity also involves being able to deal with new situations and problems and to see things from a fresh perspective. The ability to see gaps in knowledge, to identify problems, or to extend and elaborate on ideas also contributes to one's creativity. A sense of humor is another key element of creativity — one that children, as well as adults, delight in.

There are three indicators to assess a child's expression of creativity:

Indicators **The child ...**	**Examples** **The child ...**
Tries new ways of doing things.	• completes projects differently than others (e.g., uses a novel approach in block structures, paintings, clay structures). • uses materials in a new way (e.g., blanket becomes a tent). • invents new activities or games; suggests new rules for a familiar game.
Uses imagination to generate a variety of ideas.	• makes up words, songs or stories. • engages in pretend play. • makes changes to a familiar story by adding actions or characters. • expresses ideas through art, construction, movement or music.
Exhibits a sense of humor.	• laughs when someone tells a funny story. • exaggerates a movement or statement to be funny. • makes up silly words; plays with sounds. • makes up jokes (tells simple jokes over and over).

express ideas through art, construction, movement or music

Teacher strategies to foster creativity include:

- supplying open-ended materials (e.g., yarn, wood scraps, feathers, all sorts of paper, cardboard, pipe cleaners) for the children to explore.
- allowing children to express themselves in all kinds of art media rather than having them produce versions of teacher-directed craft projects.
- encouraging children to make up songs and stories as well as to change the words to familiar tunes and stories.
- providing a well-supplied pretend-play area and periodically introducing new materials (and returning familiar ones) so that children can vary their play.
- arranging the classroom so that materials and supplies are easily accessible to children.
- reading aloud humorous poems and stories.
- engaging the children in singing silly songs.
- allowing the children to direct their own pretend play.
- responding to children's humor.

allow children to direct their own pretend play

28

BEST COPY AVAILABLE

Approaches to learning

Shows confidence.

This standard refers to children's senses of faith in themselves and their own abilities; it is critical to ensuring success in learning. Confident children feel positive about themselves and their ability to do things or to adapt to changing conditions and environments. A confident child is willing to take reasonable risks, to express or defend ideas, to try new games and toys, or to engage in challenging tasks. A confident child generally feels comfortable in new settings and is able to separate from a primary caretaker.

There are two indicators to assess how a child exhibits confidence:

Indicators **The child ...**	**Examples** **The child ...**
Expresses his or her own ideas and opinions.	• communicates likes and dislikes. • suggests a solution for a conflict or problem. • shares ideas in a group situation (e.g., with family, peers or classmates).
Views self as competent and has a positive self-image.	• expresses mastery of a skill (e.g., says, "Now I can swing myself!"). • asks others to view his or her creation (e.g., says, "Look at my picture!"). • contributes to family or classroom discussions. • takes pride in accomplishments.

sense of faith in themselves and their own abilities

Teacher strategies for fostering a sense of confidence include:

- holding circle time daily and encouraging children to express their ideas and opinions.
- supporting children's attempts to solve problems and resolve conflicts.
- giving children responsibility for daily tasks (e.g., distributing snacks, cleaning up).
- discussing issues with children at their eye level.
- acknowledging children's accomplishments and creations — without excessive or rote praise (e.g., saying, "You figured out that puzzle very quickly. How did you do that?").
- asking children to describe their accomplishments or creations (e.g., "You've worked very hard on that painting. Tell me about it." or "I've never seen a clay sculpture like that before. What were you thinking of when you made it?").
- supporting a child's initiation and management of class meetings to discuss issues of concern.
- showing confidence in a child's ability to try new things (e.g., saying, "I know you're a good runner. I bet you could go even faster if you tried using the scooter.").

show confidence in the child's ability to try new things

Approaches to learning

Displays persistence.

This standard refers to children's capacities to fully engage in what they're doing and to meet challenges appropriate to their stages of development. The ability to persist in a task or endeavor is an important element in learning; in fact, being able to cope with frustration and failure until one has achieved one's goal is the hallmark of success in life.

There are three indicators to assess how a child is able to display persistence:

Indicators **The child ...**	**Examples** **The child ...**
Sustains attention to a task or activity appropriate for his age.	• remains engaged in an activity (e.g., builds an extensive block building or completes playing a game). • attends to a task regardless of distractions. • works on a task over a period of time, leaving and returning to complete it (e.g., a Lego structure, a picture).
Pursues challenges.	• makes plans for an activity. • completes a project. • continues to try a difficult task (e.g., builds a complex block structure).
Copes with frustration.	• shows understanding when a peer accidentally knocks down his or her block structure. • can lose a game without getting upset. • persists in trying to complete a task after many attempts have failed (e.g., tying shoes, riding a bike).

Teacher strategies to foster a capacity to persist include:

- allowing children to pursue their own interests (e.g., during area time).
- arranging the classroom so children have enough space to work on a project over time.
- organizing the daily schedule so that children have large blocks of time to engage in and complete tasks and projects.
- designing the curriculum in response to children's interests.
- providing adequate supplies so that children have the resources they need to complete projects.

copes with frustration and failure

Approaches to Learning

Uses problem-solving skills.

This standard refers to the child's ability to identify questions to investigate and to figure out solutions for everyday problems. This ability is crucial for constructing knowledge as the child builds on his or her prior experiences and assimilates new information. It is how learners build a framework of understandings.

There are three indicators to assess how a child exhibits problem-solving skills:

Indicators **The child ...**	**Examples** **The child ...**
Recognizes problems.	• states a personal problem (e.g., says, "I can't get my jacket zipped." or "I can't find the purple marker."). • anticipates the potential for problems (e.g., says, "If I climb too high, I won't be able to get down."). • recalls a previous problem (e.g., says, "I remember the last time we built the house – we had to put another block here to hold it up.").
Tries to solve problems.	• modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall, moves during story time to see the book, puts on a sweater when it is cold). • changes behavior in response to another child or adult (e.g., comforts another child who is crying). • asks for help from another child or adults.
Works with others to solve problems.	• cooperates in making decisions with another child (e.g., plans with a peer to build a castle out of blocks, choose what game to play, or how to share materials such as toys or markers). • offers solutions to a conflict with another child. • takes turns (e.g., says, "Let's decide who goes first, second, third ....").

ability to identify questions to investigate and to figure out solutions for everyday problems

Teacher strategies to promote use of problem-solving skills include:

- designing curriculum based on children's interests.
- providing a variety of accessible materials for children to use as they engage in personally meaningful projects.
- using open-ended questions to support children's investigations and experiments (e.g., asking, "What could you use to make that ramp higher?" or "Is there another way to build this so that the bridge doesn't fall down?" or "Why do you think that happened?").
- providing opportunities for children to work together (i.e., in pairs or small groups).
- giving children choices in their activities and tasks.
- organizing the daily schedule so that children have sufficient time to pursue investigations and complete projects.
- reading stories aloud and asking children for their responses to situations depicted.
- engaging the children in playing group games, especially math games.
- holding class meetings and discussions to raise and resolve issues of concern.

provide opportunities for children to work together

30
BEST COPY AVAILABLE

Creating an Environment to Support Children's Social and Emotional Development

The classroom environment is a critical component in fostering children's social and emotional development. How the room is arranged, how routines and schedules are designed, how classroom rules are established and maintained — all of these elements contribute to building a strong learning community where children feel welcome, safe and eager to learn.

Room arrangements should include a large space for group meetings but also include spaces where small groups of children can work together as well as a quiet nook or corner (or two). Having a variety of accessible materials for children to use as well as a number of interesting "centers" or areas (such as a pretend-play or housekeeping area; a block area; a center for math games, manipulatives and puzzles; an art area) engages children's interest. Allowing children to choose their activities (while providing satisfying alternatives if something proves to be too popular) not only supports their learning but also helps reduce conflicts. Designing a schedule that allows children sufficient time to pursue their interests and arranging the room so that noisy areas are separated from quiet ones also helps ease management concerns. In addition, routines that involve children in maintaining their mutual space give them a sense of ownership and investment in their classroom community. Just as adults do, children thrive in an environment that they feel they have helped design to meet their needs — needs for privacy and companionship, engagement and rest — and where they feel safe and valued as a contributing member of a community.

Communicating With Parents/Families

Parents are, of course, our most important partners as we support the social and emotional development of the children in our care. Open, trusting and respectful communication with families is essential in order for the child to have a smooth transition between home and school. Sharing information about rules and routines, how conflicts are resolved and how issues are dealt with is very important, especially because every family will have its own way of dealing with discipline and other issues of concern. There are many resources for educators interested in communicating with families, particularly on these issues. Practical Parenting Partnerships and the Parents as Teachers Program are wonderful resources; contact your school district for more information about these exemplary programs.

Resources

Books:

Bailey, B. (2000). *Easy to love, difficult to discipline: The 7 basic skills for turning conflict into cooperation.* New York: William Morrow.

Bailey, B. (2000). *I love you rituals: Activities to build bonds and strengthen relationships with children* (rev. ed.). Oviedo, FL: Loving Guidance.

Bailey, B. (1997). *There's gotta be a better way: Discipline that works!* (Rev. ed.). Oviedo, FL: Loving Guidance.

Bredekamp, S., and Copple, C. (Eds.). *Developmentally appropriate practice in early childhood programs* (rev. ed.). Washington, DC: National Association for the Education of Young Children.

Bronson, M.B. (1995). *The right stuff for children birth to 8: Selecting play materials to support development.* Washington, DC: National Association for the Education of Young Children.

Carlsson-Paige, N., and Levin, D.E. (2000). *Before push comes to shove: Building conflict resolution skills with children.* St. Paul, MN: Redleaf Press.

Derman-Sparks, L., and the A.B.C. Task Force. (1989). *Anti-bias curriculum: Tools for empowering young children.* Washington, DC: National Association for the Education of Young Children.

DeVries, R., and Zan, B. (1994). *Moral classrooms, moral children.* New York: Teachers College Press.

Diffily, D., and Morrison, K. (Eds.). (1996). *Family-friendly communication for early childhood programs.* Washington, DC: National Association for the Education of Young Children.

Evans, B. (2002). *You can't come to my birthday party!: Conflict resolution with young children.* Ypsilanti, MI: High/Scope Press.

Feldman, J. (1995). *Transition time: Let's do something different!* Beltsville, MD: Gryphon House.

Gartrell, D.J. (2000). *What the kids said today: Using classroom conversations to become a better teacher.* St. Paul, MN: Redleaf Press.

Greenman, J. (1988). *Caring spaces, learning places: Children's environments that work.* Redmond, WA: Exchange Press.

Greenman, J. (1998). *Places for childhoods: Making quality happen in the real world.* Redmond, WA: Exchange Press.

Hopkins, S. (Ed.). (1999). *Hearing Everyone's Voice: Educating young children for peace and democratic community.* Redmond, WA: Exchange Press.

Isbell, R., and Exelby, B. (2001). *Early learning environments that work.* Beltsville, MD: Gryphon House.

Kamii, C., and DeVries, R. (1980). *Group games in early education: Implications of Piaget's theory.* Washington, DC: National Association for the Education of Young Children.

Katz, L.G., and McClellan, D.E. (1997). *Fostering children's social competence: The teachers's role.* Washington, DC: National Association for the Education of Young Children.

Kaiser, B. and Rasminsky, J.K. (1999). *Meeting the challenge: Effective strategies for challenging behaviours in early childhood environments.* Ottawa, Ontario: Canadian Child Care Federation.

MacDonald, S. (1996). *The portfolio and its use, book II: A road map for assessment.* Little Rock, AR: Southern Early Childhood Association.

Nelsen, J., and Erwin, E. (2002). *Positive discipline for childcare providers: A practical effective plan for every preschool and daycare program.* Roseville, CA: Prima Publications.

Schiller, P., and Bryant, T. (1998). *The values book: Teaching 16 basic values to young children.* Beltsville, MD: Gryphon House.

Stone, J.G. (2001). *Building classroom community: The early childhood teacher's role.* Washington, DC: National Association for the Education of Young Children.

Zavitkovsky, D., Baker, K.R., Berlfein, J.R., and Almy, M. (1986). *Listen to the children.* Washington, DC: National Association for the Education of Young Children.

Web Sites:

- Association for Childhood Education International: www.udel.edu/bateman/acei
- Center for Innovations in Education: www.coe.missouri.edu/~mocise
- Children's Defense Fund: www.childrensdefense.org
- Connections Newsletters: www.canr.uconn.edu/ces/child
- Council for Exceptional Children, Division for Early Childhood: www.dec-sped.org/positions/chalbeha.html
- Early Childhood Educators' and Family Web Corner: users.sgi.net/~cokids
- Early Childhood Education On Line: www.ume.maine.edu/ECEOL-L
- Earlychildhood NEWS: www.earlychildhoodnews.com
- ERIC/EECE Clearinghouse on Elementary and Early Childhood Education: eriCeece.org/pubs/digests/2001/mcclel01.html
- Everything for Early Childhood Education Preschool-Grade 2: www.edupuppy.com
- Licensing of Child-Care Facilities in Missouri: www.health.state.mo.us/LicensingAndCertification/dc-m-4.pdf
- National Association for the Education of Young Children (NAEYC): www.naeyc.org

- National Child Care Information Center: ericps.crc.uiuc.edu/nccic/cctopics.html
- National Network for Child Care: www.nncc.org/Child.Dev/soc.emot.dev.5y6y.html
- PBS for Early Care Providers: www.pbs.org/wholechild/providers/index.html
- Project Construct National Center: www.projectconstruct.org
- Regents' Center for Early Developmental Education: www.uni.edu/coe/regentsctr/

Magazines:

- *The Buzz: Cool Ideas for Child Care Providers* (4 issues per year)
  Center for Innovations in Special Education
  152 Parkade Plaza, 601 Business Loop 70 W
  Columbia MO 65211-8020
  1-800-976-2473
- *Early Childhood News* (6 issues per year)
  330 Progress Road
  Dayton OH 45449
  1-800-607-4410
- *Scholastic Early Childhood Today* (8 issues per year)
  P.O. Box 54814
  Boulder CO 80322-4814
  1-800-544-2917
- *Young Children* (6 issues per year)
  National Association for the Education of Young Children (NAEYC)
  1509 16th Street, NW
  Washington DC 20036-2460
  1-800-424-2460

NAEYC Brochures for Parents: (see above address for ordering)

- *Helping children learn self-control: A guide to discipline* — No. 572
- *Love and learn: Positive guidance for young children* — (Honig, A.S.) No. 528
- *Play is FUNdamental* — (McCracken, J.B.) No. 576 (No. 566 in Spanish)
- *Ready to go: What parents should know about school readiness* — No. 554
- *So many goodbyes: Ways to ease the transition between home and groups for young children* — (McCracken, J.B.) No. 573
- *Teaching young children to resist bias: What parents can do* — (Derman-Sparks, L., Gutierrez, M., and Day, C.B.) No. 565 (No. 564 in Spanish)

November 2002

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480, Jefferson City, MO 65102-0480
Web site: www.dese.state.mo.us
"Making a positive difference through education and service"

BEST COPY AVAILABLE

Parent Handbook:

Early Social and Emotional Development and Approaches to Learning

Missouri Department of Elementary and Secondary Education ■ Early Childhood Section

PS 031671

The Missouri Department of Elementary and Secondary Education appreciates the cooperation of the Parents as Teachers National Center in developing this booklet.

For additional copies of this handbook, contact the Missouri Department of Elementary and Secondary Education, Early Childhood Section, at (573) 751-2095, visit the Web site at www.dese.state.mo.us/divimprove/fedprog/earlychild/PreK_Standards.html, or call the Parents as Teachers National Center at 1-866-PAT4YOU or 1-866-728-4968.

Introduction

Please join us in helping your child get off to the best possible start in life by guiding his social and emotional development. You are your child's first and most important teacher. Social and emotional skills are essential for your child's success in school and in life. Your child will learn many of these skills by his interactions with you. You are teaching him every day you are with him by what you say and do. Your child will be more likely to learn the essential skills to prepare him for kindergarten if you make an intentional effort to teach him what he needs to know.

The Missouri Department of Elementary and Secondary Education, along with a broad-based group of individuals whose backgrounds are representative of the early childhood community in Missouri, developed a set of standards of what most children should know and be able to do by the time they enter kindergarten. The standards are intended to be used in a variety of early childhood settings by a variety of people, including parents, parent educators, child-care providers and Head Start and public or private schoolteachers. They are consistent with current research and recommendations from other state and national initiatives.

Not all children learn at the same rate. Just as we recognize that adults are individually different, we also recognize that variability in children is normal. The standards are not intended to determine if a child is "ready" to enter kindergarten but are goals to use to support development of preschool children.

Social development is the growth and change in our interactions with others as we mature while emotional development is the growth and change in our understanding and management of emotions. Because interactions and emotions are so interconnected, the two areas of development often are combined into one. We have also included standards for "approaches to learning." Your child's approaches to learning will affect all areas of his growth, but they fit most closely with his social and emotional development.

During the preschool years, children develop a growing understanding of how their actions affect others. That understanding helps shape their behavior. As a parent, you provide the support and encouragement that enables your preschooler to grow in self-regulation and other social and emotional skills. With your help and guidance, your child eventually will be able to manage his emotions and behavior on his own. We encourage you to work with your child's preschool teacher, child-care provider, and/or parent educator to help your child develop the social and emotional skills and approaches to learning he needs to enter kindergarten ready to succeed.

This handbook includes behaviors you may observe in your child that will let you know he is on track in his social and emotional development and in his approaches to learning. It also includes ways you can support his development and resources you can explore for more information.

Social and Emotional Standards (Goals) and Approaches to Learning for the Preschool Years

Below are the Standards (Goals) for Pre-K Social and Emotional Development and Approaches to Learning as identified by the Missouri Department of Elementary and Secondary Education, Early Childhood Section.

Social and Emotional Standards

Knowledge of self

- Exhibits self-awareness.
- Develops self-control.
- Develops personal responsibility.

Knowledge of others

- Builds relationships of mutual trust and respect with others.
- Works cooperatively with children and adults.

Approaches to Learning

- Shows curiosity.
- Takes initiative.
- Exhibits creativity.
- Shows confidence.
- Displays persistence.
- Uses problem-solving skills.

Pre-K Social and Emotional Standards (Goals)

Standard (Goal):

Exhibits self-awareness.

Look for your child to ...	**Your child may ...**
Show respect for himself.	Stand up for his own rights and needs. Acknowledge his accomplishments (e.g., say, "I can hit the ball."). Use self-help skills (i.e., washing hands with soap and water, brushing teeth with assistance or trying new foods).

You can support your child ...

Allow him to freely express his opinions.

Include him in family decisions (according to his ability).

Express pride in his abilities and traits, such as his fast running or his sense of humor.

Arrange a safe environment for him to learn and practice new behaviors.

Provide the support he needs for skills he is still learning.

Let him do things himself. Teach him how to do things on his own.

Assign jobs for him to do that he can handle (e.g., feeding a family pet or emptying trash cans).

As he matures, give him more complex jobs, such as helping to prepare dinner.

Watch him, listen to him and praise him for his accomplishments. Help him to understand that his accomplishments are the results of his efforts (e.g., "You kept trying even though it was hard, and now you can hit the ball.").

Your child's ability to perform many self-help skills is dependent largely on motor skills. Watch how well he uses his fingers and hands to see if he is ready to eat, brush his teeth or get dressed by himself.

Show him how to complete each task, explaining how to do it and helping him through the various steps until he can do it himself.

Look for your child to ...	You can support your child ...
Show respect for himself. *(continued)*	Give him helpful tools (i.e., a napkin, the right utensils, a chair the right height). Praise him when there is little mess.
	Show your child how to brush all his teeth, inside and out, for two minutes. Brush your teeth at the same time. (Always do the final brushing yourself in order to reach all the surfaces of your child's teeth.)
	Keep tissues where your child can reach them. Model using them. Encourage him to use one when he needs it; offer to help. Try putting a small amount of perfume on a tissue and tell your child to wipe around his nose, smelling the tissue. Gradually phase out the scented tissue.
	Using a doll or stuffed animal with doll clothing, show your child how to dress and undress the doll. Show him how to zip and button. Give him some of your old shirts and jackets to play dress-up in. This will give him practice in dressing and undressing. Loose-fitting clothes are easier for a child to put on.
	Store your child's clothes, jackets and shoes within his reach. Allow plenty of time for him to dress himself in the morning.
	Attach a key ring or large paper clip to your child's zipper handle to make it easier to grasp.
	Have your child practice tying a shoelace around his leg before he attempts to tie a shoe.
	Show your child ways to dress more easily. Young children sometimes find it easier to put on a shirt or jacket by laying it on their laps or on the floor upside down with the front facing up. They can push their arms into the armholes up to their elbows, then lift their arms up over their heads until the shirt falls into place.
	At bath time, have your child mark each of his body parts with a different color using soap crayons. Tell him to wash the blue part, then the green, and so on until he is completely clean.

Look for your child to ...	Your child may ...
Develop personal preferences.	Make choices.
	Express likes and dislikes.
	Choose a favorite color, food, song, friend, etc.
	You can support your child ...
	Allow your child to make choices among acceptable alternatives. In situations in which he is not yet capable of making decisions on his own, involve him in some aspect of the choice (e.g., deciding which toy to put away first).

37 BEST COPY AVAILABLE

Look for your child to ...	You can support your child ...
Develop personal preferences. *(continued)*	When possible, let your child decide what to wear.
	Show your child that you are interested in him, his growing skills and interests, and his likes and dislikes.
	Allow your child to have his own likes and dislikes. Don't criticize them because they are different from yours.
	Ask him his favorite color, animal, ice cream, etc. Tell him yours.
	With your child, make a "Who Am I?" collage. Help him find pictures of his favorite things and glue them on a piece of paper.

Look for your child to ...	Your child may ...
Know personal information.	Describe himself using several basic characteristics (i.e., gender, age, hair color or eye color).
	Refer to himself by first and last name.
	Know parents'/guardians' names.
	Know his address and telephone number.
	You can support your child ...
	Stand in front of a mirror with your child. Describe what you see (e.g., "I have brown hair and blue eyes. I am a girl."). Have him do the same.
	Point out physical characteristics to your child as you look at pictures of him. Talk about the characteristics of others, too.
	Tell your child your name and ask him his.
	Have your child lie down on a large piece of paper. Trace around his body on the paper. Help him color in his hair, eyes, nose, mouth and other features. Talk about the color of his hair and eyes.
	Talk about your "family" name and point out others in your family with your child's last name.
	Write a letter together to grandparents, a pen pal or friend. See if your child can tell you what to write about himself to include in the letter.
	Send your child mail, and help him mail things. Point out his address on the envelope.
	Help your child create a house out of a small milk carton. Write your address in large numbers on the house. Help your child read the numbers frequently to help him memorize them.
	Put your phone number to music (e.g., sing the numbers to the tune of "Merrily We Roll Along"). Have your child sing it with you.

Pre-K
Social and Emotional Standards (Goals)

Standard (Goal):

Develops self-control.

Look for your child to ...	You can support your child ...
Follow simple rules.	Talk about the rules and maintain them consistently, but compromise when appropriate. Talk to your child about appropriate rules before entering a library or place of worship. Play a variety of simple games (e.g., board games, card games or ball games) with your child. Comment on "my turn" and "your turn." Model safety rules. For example, wear your seat belt while in the car, wear a helmet while biking, and wait for the "walk" signal at crosswalks.
Accept transitions and follow daily routines.	Follow a consistent routine at home, and talk about what happens next. Warn your child about an upcoming transition ahead of time. If necessary, physically lead her to where she needs to be.

Look for your child to ...	You can support your child ...
Accept transitions and follow daily routines. *(continued)*	Give your child opportunities to separate from you for short periods. Explain where you are going and when you will be back. Be comforting, yet matter-of-fact and calm, when you leave your child. Allow her to keep something of yours with her while you are gone. Encourage your child to make short "trips" on her own (e.g., visit a playmate or relative or play on the playground while you watch from a distance).

Look for your child to ...	Your child may ...	You can support your child ...
Express feelings through appropriate gestures, actions and language.	Identify emotions ("I'm really mad." or "The story made me sad."). Share happiness or success of another. Offer help to someone who is hurt. Use pretend play to understand and respond to feelings. Control an impulse to take an object away from another child (e.g., use appropriate words instead of hitting).	Label your child's emotions and those of yourself and others. For example, say, "You seem to be feeling scared. Is that right? Tell me about it." Talk about reasons for feelings. Draw and cut out faces showing different feelings (i.e., happy, sad, angry, scared, surprised, worried). Glue the faces on Popsicle sticks. Have your child act out the different feelings with the puppets. Help your child accept her negative feelings such as anger and fear by labeling them, discussing them with her and modeling appropriate ways to express them. Comfort her and try to make her feel better. Talk about positive feelings, too. For example, say, "I'm feeling happy today because we're going to the park with Grandma and Grandpa." Point out when another child may be feeling happy or proud because he has accomplished something, and show your child how to respond. Say to the child, "Way to go, Jacob! You did great!" Allow your child to feel what she feels. Avoid telling her how she *should* feel. Respond to your child's happiness with happiness, to her sadness with tenderness and to her anger with calmness.

Look for your child to ...	You can support your child ...
Express feelings through appropriate gestures, actions and language. *(continued)*	Be careful how you react to your child's emotional displays. For instance, if you respond to your child's angry tantrums by yelling at her or spanking her, you encourage her to continue expressing her own anger that way. Notice how your child's actions affect others. Talk to her about the feelings of others. For example, say, "Makayla is sad because you took the last cookie and she didn't get one. Can you think of a way to make her feel better?" Throughout the day, compliment her when you see her offer to help others. Explain how her actions helped others. Play games of "make-believe" with your child. Encourage her to use her imagination by using yours. Provide many props for pretend play (e.g., pretend store, health care provider's office, preschool, house, restaurant, fire or police station). Remind your child firmly that the rule is "no hitting" and to use her words. Compliment her when you notice her asking for a toy rather than grabbing it. Teach games that encourage impulse control in your child, such as Mother, May I?, Red Light-Green Light, and Duck-Duck-Goose.

Look for your child to ...	Your child may ... / You can support your child ...
Adapt to different environments.	**Your child may ...** Adjust her behavior in different settings (e.g., library, church, home, playground or school). Follow rules in different settings. **You can support your child ...** Pretend to be in different settings with your child (e.g., say, "Let's pretend we're at the playground. What shall we do?"). Ask your child about the different rules at home, at friends' or relatives' homes, at preschool or child care, at places of worship, etc. Talk about why we have rules. Explain rules beforehand and use concrete examples that your child will remember. For instance, say, "Let's walk with soft feet (pretend tiptoeing) while we're in the library. People are trying to read in there, and we need to be quiet." Enforce rules with consistency. Your child is more likely to follow rules when she has a reasonable structure to follow, knows what to expect and can predict that certain behaviors will lead to certain outcomes.

39 BEST COPY AVAILABLE

Pre-K Social and Emotional Standards (Goals)

Standard (Goal):

Develops personal responsibility.

Look for your child to ...	Your child may ... / You can support your child ...
Care for personal and group possessions.	**Your child may ...** Carefully handle books and other objects. Take care of toys. Put away belongings and materials (e.g., clothing, toys, art supplies). **You can support your child ...** Model careful handling of books and objects, then encourage your child to follow your lead. Explain to your child the importance of taking care of his things. Set limits. If your child misuses books or toys, take them away from him for awhile. Make putting away his things part of his daily routine. Co-create his routine with him – let him help decide when to do what. Make it easy for your child to put away his things. Provide hooks and drawers for clothes and low shelves for books and toys. Turn the task into a game. For example, set a timer and see who can put the most toys away before the timer goes off. Or, help your child put all the toys that are on the floor into a large bag. Take turns reaching into the bag and grabbing a toy. Without looking, guess which toy it is. If you guess it, you get to put it away! Make up songs to familiar melodies about putting away toys or clothes. For example, sing, "This is the way we pick up our toys … ." to the tune of "Here We Go 'Round the Mulberry Bush." Help your child break the task into manageable parts. Help him with the jobs that seem too overwhelming. For instance, help him pick up all the blocks. Then help him pick up all the cars, etc.

Look for your child to ...	Your child may ...
Begin to accept the consequences of his own actions.	Bring an object to a parent or teacher for repair after breaking it. Admit wrongdoing (e.g., say, "I hit her because she took my toy.").

You can support your child ...

Let your child know that it's okay to make mistakes. They are learning experiences. Praise him when he tries again.

When your child accidentally breaks an object, avoid punishing him. Talk about what caused it to break, how he can avoid breaking it in the future, and ways to fix it.

If your child brings you an object that he has broken, praise him for his honesty and try to help him repair it.

When your child admits a wrongdoing, praise him for his honesty. Ask him what he can do now to make things better.

Talk with your child about how his behavior affects others.

Tell your child a favorite nursery rhyme that involves the idea of right and wrong. Discuss the choices the characters in the story made.

Pre-K Social and Emotional Standards (Goals)

tandard (Goal):

Builds relationships of mutual trust and respect with others.

Look for your child to ...	Your child may ...
Respect the rights of others.	Listen while others are speaking. Take turns and follow rules. Respect the personal space of others (e.g., keep her hands to herself).

You can support your child ...

Show your child respect so she learns to respect others. Listen while she is speaking, and give her time to finish a story. Knock on the bathroom door before entering. Ask her if her brother can play with her puzzles.

Teach your child to say "excuse me" if she needs to interrupt a conversation.

Play a variety of games with your child. Comment on "my turn" and "your turn."

Play games with simple rules, such as Hide and Seek, Duck-Duck-Goose and checkers.

Plan some time every day when your child can depend on getting your undivided attention. Spend that time talking, reading to her, playing a game or listening to music. She'll feel less need to interrupt you when you're busy if she knows she can count on time together later.

Talk to her about how others feel when she bumps into them, walks too close to them or touches them.

Look for your child to ...	Your child may ...
Respect adult leadership.	Use an adult as a resource (e.g., seek information, assistance or advice). Follow adults' guidelines for safety in the home or classroom. Follow adults' rules for appropriate behavior in different environments. Show interest in community workers (e.g., firefighter, police officer, dentist or doctor) and understand their roles in the community.

Look for your child to ...	You can support your child ...
Respect adult leadership. *(continued)*	Help her talk to adults. Introduce her to adults, and remind her to say hello and shake hands. Tell her to use their names when greeting them.
	Encourage your child to answer questions or respond when someone says something to her, but don't insist.
	Read books about the roles of community workers. Take your child to visit the local fire station, and have her ask a firefighter what she does on her job.
	Talk about community workers' jobs, and emphasize their importance.
	Play charades with her, and act out the roles of community workers.
	After a visit to a health care provider or dentist, play pretend doctor or dentist's office with your child.
	Avoid criticizing adults in the presence of your child. Let her know it is important to respect authority figures and to follow their rules.

Look for your child to ...	Your child may ...
Seek comfort and security from significant adults.	Show an attachment or bond to an adult.
	Go to an adult if she has a problem.
	Feel safe with significant adults.
	You can support your child ...
	Be encouraging, empathetic and warm toward her. When she expresses negative emotions such as anger or sadness, comfort her and try to make her feel better (e.g., say, "I'm sorry you're mad because you can't go outside right now. Let's talk about it while we play with the blocks.").
	Be there for your child both physically and emotionally.
	When you leave your child – to go to work, for example – tell her where you are going, why and when you will be back.
	Be sure that you are leaving your child in competent care, and reassure her that she will be safe while you are gone.
	Give your child opportunities to be around other adults.

Look for your child to ...	Your child may ...
Develop friendships.	Offer help and resources to others.
	Have a special friendship with one or two peers (e.g., misses them if they are apart, frequently chooses them in play).
	Be named as a friend or play partner by others.

Look for your child to ...	You can support your child ...
Develop friendships. *(continued)*	Give your child lots of opportunities to play with other children.
	Promote play dates for your child. Take her to a friend's house, or invite one of her friends to your home.
	Encourage your child to be a good "hostess" when she has a friend over (e.g., by offering refreshments, sharing toys, taking turns).
	Offer guidance to her on how to behave socially. For example, say, "Why don't you ask Joshua and Madison if you can join their game?"
	Help your child and her friends resolve conflicts on their own. If they cannot, step in with specific suggestions (e.g., "Play what Kareem wants to play until the timer goes off; then play the game *you* want.").
	Limit play groups to just a small number of friends. Large groups can be overwhelming to preschoolers.
	Provide warmth and encouragement to your child, and show sensitive concern for her. Children whose parents behave toward them in this way are more likely to offer help and concern to others.
	Keep a positive attitude at home. Laugh and giggle with your child. It will affect your child's mood. Your child will be more popular if she seems happy than if she expresses sadness or anger most of the time.
	Talk about feelings with your child frequently. Label feelings and explain them. Discuss emotions during mealtime conversations. Ask family members what makes them happy, sad or angry; encourage them to express different viewpoints. "Emotional knowledge," or awareness of their own feelings and those of others, helps children to be friendlier and more considerate.
	Help your child learn to recognize the emotions of others (e.g., "Youssef looks sad. Let's see if he would like to play.").

Look for your child to ...	Your child may ...
Use courteous words and actions.	Say "please," "thank you," "hello" and "goodbye" at appropriate times.
	Share toys or pass items at mealtime.
	Wait for a turn during conversation.
	You can support your child ...
	Allow your child to have some possessions she does not have to share. Model this for her. For example, say, "You may play with my old dishes but not my expensive china."
	Tell your child she will have more fun with her toys if she shares them than if she just plays with them by herself.

41
BEST COPY AVAILABLE

Look for your child to ...	You can support your child ...
Use courteous words and actions. *(continued)*	Use good manners in your everyday interactions with your child. Remind her to say "please," "thank you" and other courteous phrases. Tell your child it is important to be courteous to others so they will feel good and want to spend time with her. Give her lots of opportunities to speak during conversations. Ask her "open-ended" questions that can't be answered with a yes or no. If your child interrupts a conversation, explain to her that it is important to take turns when talking and that she must wait. Read books and watch TV programs with your child that show people behaving politely. Talk with her about those behaviors and their positive effects on others around them. Point out examples of rudeness, and talk about their negative effects.

Look for your child to ...	Your child may ...	You can support your child ...
Respect similarities and differences among people.	Notice the similarities and differences in others. Include children with differences in play (i.e., gender, race, special needs, culture and language). Explore real-life situations through pretend play. Recognize that different individuals have different kinds of skills and information.	Play make-believe games with your child. Act out situations that might be frightening or stressful to her, such as the first day at preschool or a dentist visit. Read books to your child about other cultures. Search through magazines to find pictures of people from other cultures. Talk about ways in which people are alike and different. Look through magazines with your child and pick out faces. Help her cut them out and glue them to index cards. Play a game where you take turns choosing two cards and talking about how the faces are the same and how they are different. Talk with your child about how it might feel to have a disability or to move to a foreign country. Set clear limits. Do not allow your child to ridicule or criticize people because of their race, religion, culture, gender or special needs. Point out the strengths of other people so your child can become more aware of the skills and knowledge they have.

Pre-K Social and Emotional Standards (Goals)

Standard (Goal):

Works cooperatively with children and adults.

Look for your child to ...	Your child may ...	You can support your child ...
Participate successfully as a member of a group.	Allow others to join play and activities. Participate cooperatively in large and small group activities (i.e., sometimes be a leader and sometimes a follower). Play cooperatively with others (e.g., take turns when playing a game). Identify himself as a member of a group (e.g., refer to our family, our school or our team).	Encourage your child to allow others to join in his play. Tell him it is more fun to play with others. Point out that he will make the other children sad if he doesn't let them play. Provide materials that are easily shared (e.g., blocks, drawing materials or cookies). Comment when you see your child and his playmates or siblings sharing the materials happily. Give your child opportunities to both lead and follow. If you notice that he tends to be more of a leader than a follower (or vice versa) during play with other children, suggest they take turns. For example, say, "You were the dad and Andrew was the baby yesterday. Why don't you switch places today and let him be the dad?" Play games with your child where you can take turns being the leader (e.g., Simon Says or Mother, May I?). Provide pretend-play materials such as dress-up clothes, props or boxes. Cooperative play happens when children share a common goal. When your child has friends over, encourage them to play games that require working together. Activities such as building a tent out of old blankets, creating a city out of blocks, or putting together a floor puzzle encourage cooperation.

Look for your child to ...	You can support your child ...
Participate successfully as a member of a group. *(continued)*	Play games with simple rules with your child. Talk about "my turn" and "your turn." Look at family photos with your child. Point out that he is a member of the family. Do family activities together. Have meals together. Play games together. Go on outings as a family. If your child attends a school or child-care facility, take a picture of him and the other children. Talk about how he is a member of the class.

Look for your child to ...	Your child may ...	You can support your child ...
Share experiences and ideas with others.	Engage in conversations to express his own ideas. Express himself through pretend play, art, music, dance, written work and spoken language. Share personal information.	Ask your child about his ideas, and listen to his responses. Talk to him about your own ideas. Provide scarves, feathers and ribbons for your child to use when dancing, singing and improvising to music. Join in the fun. Talk about how different types of music make you feel. Provide a wide assortment of art materials. Supplies such as cellophane, netting, foam trays, ribbon, yarn, Popsicle sticks and cotton balls are good for making sculptures and collages. Other supplies to encourage artistic expression include drawing materials, a variety of paper, glue, scissors, tape, and clay or Play-Doh. Find ways to allow the messiness that goes along with creative exploration. Put a vinyl mat on the floor or table or let your child do art in the bathtub or outside. Have frequent conversations with your child about what he is thinking or feeling. Tell him how you feel. Talk in the car, at mealtime, at bedtime, in restaurants or while waiting in line. Tell your child a simple story about something he did that was funny or interesting. See if he can tell a different story about himself.

Look for your child to ...	Your child may ...	You can support your child ...
Begin to examine a situation from another person's perspective.	Adopt various roles during pretend play. Express empathy (e.g., console the child who lost a game or a child who is unhappy). Adjust plans in consideration of others' wants and needs (e.g., asks a friend if she would like to go first).	Provide props such as old clothes, hats, shoes, play money, and empty food boxes or cans for groceries to support pretend play. Involve your child in pretend play and encourage him to play different roles (e.g., say, "You be the waiter and I'll be the customer. Can you bring me a menu, please?"). Talk to your child about his own feelings and the feelings of others. For example, say, "Poor Mei Li is crying because her toy car is broken." Help your child understand the goals of others. For example, say, "Jasmine wants to play with the blocks, too." Express your own concern when a child is hurt or upset. Let him see how you help the child feel better. Let your child see you showing consideration of others. Pass a dish to your spouse at mealtime before helping yourself. Tell your child that instead of going shopping today, you are going to take your friend to the clinic.

43
BEST COPY AVAILABLE

Look for your child to ...	Your child may ...
Resolve conflicts with others.	Show an interest in fairness and established rules. Attempt to make amends (e.g., say, "I'm sorry" or offer a toy). Participate in resolving conflict with adult assistance. Attempt to solve problems without adult help (e.g., negotiate or compromise).

You can support your child ...

Play games with your child so he begins to understand rules. Let him make up some rules of his own, too.

Apologize to your child when you have hurt his feelings. Talk with him about ways to make amends to others.

Give your child and his friends or siblings a chance to work out their conflicts. Afterward, comment on what you saw them do that worked.

Step in with solutions only when asked or when resolution doesn't seem possible. Help the children describe their feelings and desires to each other. Let them know they can come to you when they need help.

Spend some time near your child and his friends so you are aware of their interactions. Talk with your child about ways to solve conflicts. Help him think of options (e.g., taking turns, just walking away, telling the other person how he feels or getting help from an adult).

Pre-K Approaches to Learning

Standard (Goal):

Shows curiosity.

Look for your child to ...	Your child may ...
Express interest in people.	Ask about people in their environment. Take an interest in others' activities. Ask others for personal information (e.g., "What's your name?" or "Why do you have a Band-Aid?").

You can support your child ...

Read books about community workers and talk about what they do.

Take your child on numerous outings and talk about what people are doing. Show an interest in others. Ask questions.

Provide a variety of stimulating experiences for your child. Make an effort to take him to places he has never been and introduce him to new people.

Ask your child questions about what he is doing. Ask him what he is thinking and feeling.

Read books about people from other cultures and other ethnic or racial groups.

Attend community events that celebrate and teach about other cultures.

Look for your child to ...	Your child may ...
Show interest in learning new things and trying new experiences.	Explore on his own. Develop personal interests such as trains, dinosaurs or dolls. Investigate and experiment with materials. Show interest in how others do things.

You can support your child ...

Set an example for him by being curious about things you see when out on a walk and by noticing things that are happening around you.

Look for your child to ...	You can support your child ...
Show interest in learning new things and trying new experiences. *(continued)*	Give your child opportunities to explore on his own as you remain nearby to keep an eye on him. Visit museums or attend community events that are designed for preschoolers. Allow him to explore exhibits on his own if it is safe to do so. Watch your child as he plays to see what interests him. Support those interests. Read him books about them. Encourage him to draw pictures of them. For example, if he likes trains, take him to a train station or on a train ride. Follow his lead in experimenting. He will be more enthusiastic if he explores the things that interest him. Let him try things out for himself. Allow him to get messy when he explores. Involve him in the cleanup. Give your child hands-on activities where he can do things by himself, see the immediate results of his actions, and then make changes based on what he has learned. For example, he may attempt to mix two colors of paint to make a third one, see that the result is not what he wanted, and then try another color. Show an interest in what your child is doing. Ask him questions. Go on a walk. Give your child time to watch insects. Share his interest in a close-up view of seeds and rocks. Help him gather objects that he finds. Bring them home and use them as a table centerpiece. Involve your child in cooking activities. Help him notice how ingredients change when they are mixed, heated or baked.

Look for your child to ...	Your child may ... / You can support your child ...
Ask questions.	**Your child may ...** Use questions to find answers. Wonder why something is the way it is. **You can support your child ...** As you walk or ride in the car together, notice things along the way, ask him questions, and discuss new and interesting things you observe. Ask your child questions. Listen attentively and respectfully to his answers. When you question him about things that interest him, you show him how to think about things and how to find out things. If he asks you "why" or "how" questions, answer him patiently. If you don't know the answers, ask him what he thinks. Show him how to find out answers (e.g., say, "Let's see if we can find a book about that at the library.").

Pre-K Approaches to Learning

Standard (Goal):

Takes initiative.

Look for your child to ...	Your child may ... / You can support your child ...
Initiate interactions with others.	**Your child may ...** Ask a friend to join in play. Join a play activity already in progress. Participate in group activities. Suggest play activities. **You can support your child ...** Give your child lots of opportunities to play with other children individually and in groups. Arrange play dates for your child. Take her to a friend's house, or invite one of her friends to your home. Offer suggestions for ways to join an activity. For example, say, "Why don't you ask Emily, Sasha and Jamon if you can join their game?" Let your child take the lead at home when deciding what to play and whom to play with. Talk with your child about the kinds of games and activities she likes before she goes to play with other children. This will help her think of ideas to suggest.

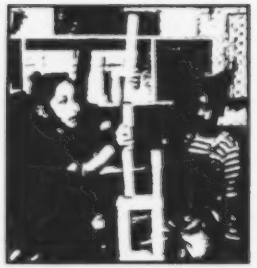
Look for your child to ...	Your child may ... / You can support your child ...
Make decisions independently.	**Your child may ...** Select materials for a project. Offer to help others. Do the correct thing when others do not. **You can support your child ...** Keep arts and crafts materials where your child can reach them. Give her many opportunities to create projects so she begins to predict what she will need.

Look for your child to ...	You can support your child ...
Make decisions independently. *(continued)*	When your child suggests an activity or a project, ask her, "What will we need to do that?" Support her as she thinks the activity through without giving her too much help or taking over. Give her other opportunities to make decisions when appropriate. For example, let her choose what to wear sometimes, which book to read at bedtime, or what kind of fruit she wants for a snack. Show your child how to be helpful to others. Offer to help her when she needs it. When she comes to you and asks for help, give it without complaining. When you see your child offering to help you and others, praise her for her actions. Comment on what a good helper she is. Let your child see you doing the right thing, and tell her why you are doing it. For example, return to a store if you discover you were not charged for an item you purchased. Take your child along and explain why. Make your child feel valuable by treating her with warmth and being responsive to her needs. Tell your child that you expect her to do the correct thing even when others do not. Talk about how hard that might be. Provide consequences when she does not do what is right. Read picture books to your child that show characters doing the right thing, and talk about them.

Look for your child to ...	Your child may ...	You can support your child ...
Develop independence during activities, routines and play.	Hang up her coat when coming indoors. Enjoy playing alone at times. Complete a task.	Provide a place for your child to hang up her coat and put away other clothing easily. Install hooks and shelves that are within her reach. Show your child how to hang up her coat, and help her learn to take care of her things. Set a good example for your child by keeping your own coat and clothes put away.

Look for your child to ...	You can support your child ...
Develop independence during activities, routines and play. *(continued)*	Make sure your child has some toys and activities that she can play with by herself (e.g., blocks, drawing materials, puzzles and picture books). Set a timer for your child. Tell her to play by herself until the timer goes off and then you will play with her until it goes off again. When you see your child playing alone, say, "I like how you can play by yourself sometimes." Give your child simple jobs to do, such as putting water in the dog's bowl. Then give her more complicated tasks, such as putting away her clean clothes. Give your child plenty of free time to do activities that she enjoys doing alone, such as drawing, playing with blocks or putting puzzles together. When your child begins to lose interest in a project, tell her you are looking forward to seeing it once she has completed it. Break a big task into parts. For example, if you want your child to set the table, first have her put out the plates, then the napkins, then the forks, etc. That will make it easier for her to stay focused and will make it seem less overwhelming. When your child is working on a task, comment on how she is helping the family and making things better for everyone.

46
BEST COPY AVAILABLE



Pre-K Approaches to Learning

Standard (Goal):

Exhibits creativity.

Look for your child to ...	**Your child may ...**
Try new ways of doing things.	Complete projects differently than others (e.g., use a novel approach in block structures, paintings or clay structures). Use materials in a new way (e.g., blanket becomes a tent). Invent new activities or games or suggest new rules for a familiar game. **You can support your child ...** Provide art materials and a place to use them. Include crayons, paint, brushes, colored pencils, tape, scissors, Play-Doh, household scraps, etc. Ask her to think of new ways to use simple, everyday things such as cotton balls. Have her think of all the things she could do with a paper bag. Allow her to take reasonable risks, experiment and make mistakes. Encourage her to "brainstorm" or think of many ideas. Have her imagine all the different ways to get to her friend's house (e.g., walking, running, riding, flying) or to name everything she can think of that is blue. With your child, invent new clapping patterns to familiar songs. Encourage new ways of playing with favorite old toys. Allow your child to be spontaneous, messy and silly. Provide a lot of space for her to be creative. Ask her questions that encourage creative thinking (e.g., ask, "What else can you do with these? Can you think of another way to use those?"). Give your child open-ended toys (ones that can be played with in many ways) such as blocks, balls, musical instruments and plastic figures or animals. Be flexible about game rules. Avoid telling your child a game must be played in only a certain way. Be creative yourself. Try to think of new ideas to solve problems or do things a better way.

Look for your child to ...	**Your child may ...**
Use imagination to generate a variety of ideas.	Make up words, songs or stories. Engage in pretend play. Make changes to a familiar story by adding actions or characters. Express ideas through art, construction, movement or music. **You can support your child ...** Play pretend games, talk silly talk or sing rhyming songs that either you or your child make up. Make up different endings to a favorite story. Act out pretend stories with your child, and let her be the teacher or the doctor or the mother. Let your child take the lead in pretend play. Try to expand her activities (e.g., say, "Oh, you're a firefighter? There's a fire here. Please come and bring your hose and ladder!). When she is pretending to be someone, talk to the character she is role-playing. If she is pretending to be a waitress, talk to her in the way adults would talk in a restaurant (e.g., say, "I'd like to see a menu, please."). Many young children have imaginary friends. If your child has pretend playmates, let her talk and play with them. Provide materials that encourage make-believe play. These could include dolls and doll clothing and equipment, hand and finger puppets, small plastic animals, Little People play sets (including figures of different cultures and races), empty shoeboxes, and art supplies for making play sets. Use an old suitcase or box to house pretend-play supplies such as dress-up clothes, tools for various occupations and writing materials. Provide child-size equipment. Include kitchen utensils and dishes, tools for various occupations, writing materials, sinks, stoves, tables, chairs, beds, etc. Avoid props for pretend play that promote stereotypical behavior, aggression and insensitivity to violence. These might include realistic-looking toy guns, swords and other weapons, and action figures based on characters from violent TV shows and movies. Limit the time your child spends watching television or playing video games. Encourage your child to "play the story" or "make up a new ending" to TV shows or videos you have carefully chosen.

Look for your child to ...

Exhibit a sense of humor.

Your child may ...

Laugh when someone tells a funny story.

Exaggerate a movement or statement to be funny.

Make up silly words or play with sounds.

Make up jokes (e.g., tell simple jokes over and over).

You can support your child ...

Provide a variety of funny storybooks, including stories, poetry and simple books of jokes, riddles and cartoons. While your child has probably not mastered jokes and riddles yet, she will have an interest in them.

Young children enjoy concrete humor that they can see. Just for fun, put your jacket on backward or your pants on your head to encourage your child to laugh.

Tell funny stories with your child. Make up silly endings to familiar stories together.

Play word games with your child. Say a familiar rhyme, but change the first letter of some words. For example, say, "Twinkle, twinkle, little car."

Show your child you can laugh at your own silly mistakes.

Have fun with your child. Allow her to play in her own way without criticism.

Laugh at her jokes even if they don't seem that funny to you. Tell silly jokes yourself. Simple "What am I?" riddles are fun, too. Laugh with your child.

Pre-K Approaches to Learning

Standard (Goal):

Shows confidence.

Look for your child to ...

Express his own ideas and opinions.

Your child may ...

Communicate his likes and dislikes.

Suggest a solution for a conflict or problem.

Share ideas in a group (e.g., with family or peers or in a classroom).

You can support your child ...

Encourage him to express his likes and dislikes whether or not you agree with them.

Comment on your observations about him (e.g., say, "You've been playing with those blocks a long time. You must like block building!").

Ask him his opinion and ideas, and give him your attention while he is talking.

Give your child and his friends or siblings a chance to work out their conflicts. Afterward, comment on what you saw them do that worked. Step in with solutions only when asked or when they don't seem to be able to handle it themselves. Help them to describe their feelings to each other (e.g., say, "You look angry, Jessica. Tell Lamar how you feel.").

Include your child in family discussions and planning. Consider his ideas seriously.

Give your child opportunities to interact in group settings (e.g., preschool, child care, play groups, church school).

Look for your child to ...

View himself as competent and have a positive self-image.

Your child may ...

Express mastery of a skill (e.g., say, "Now I can swing myself.").

Ask others to view his creation (e.g., say, "Look at my picture.").

Contribute to family/classroom discussions.

Take pride in accomplishments.

You can support your child ...

Encourage your child to do things for himself. Answer his questions, but avoid taking over too much.

If your child complains that a task is too difficult, break it down into parts and have him do what he can. For example, if he is trying to put on a T-shirt, help him put his hands through the sleeves but have him pull it down over his head.

When your child makes a continued effort to master a task, tell him he is doing a good job of sticking with it.

Let your child know that he is special. Give him a lot of love, hugs, high fives and praise every day. Tell him he is super, cool, sweet and fun.

Show your child that you are proud of him and his accomplishments. Let him hear you praising him to your friends and relatives.

Make your child feel accepted and respected even when you are correcting him.

No matter how busy you are, let your child know that you are accessible and not ignoring him.

Watch your child to see what he can and cannot do so your expectations of him will be realistic.

Have family discussions at mealtimes, when you are riding in the car, and other times, and include your child. Ask him what he thinks.

Maintain a positive attitude! Concentrate on the things your child is doing well and avoid criticizing him.

Express pride in your child's abilities and traits, such as his sense of humor and his nice singing voice.

Pre-K Approaches to Learning

Standard (Goal):

Displays persistence.

Look for your child to ...

Sustain attention to a task or activity appropriate for her age.

Your child may ...

Remain engaged in an activity (e.g., build an extensive block structure or complete playing a game) for an appropriate period of time

Attend to a task regardless of distractions.

Work on a task over a period of time, leaving and returning to complete it (e.g., Lego structure, picture).

You can support your child ...

Help your child become emotionally involved in an activity so she will have a natural desire to stick with it. For example, say, "Look at you! You are making such a big castle. I can't wait to see it when it's finished." Sustaining attention for up to 15 minutes is appropriate for most preschoolers.

Play a variety of games with your child. If she loses interest, take a break and continue a game later.

Gently guide your child to remain on task if she gets distracted. Show you are interested in and enthusiastic about what she is doing.

Praise your child when she completes something (e.g., say, "You worked on that picture until you got it the way you wanted it!").

Help your child see all the steps in an activity; for instance, choose a game, find players, get out the pieces, play the game, then put it away.

If you are teaching your child how to do something, make a chart for her showing pictures or drawings of the steps needed to complete a task. Help her mark off the steps as she completes them.

Look for your child to ...

Pursue challenges.

Your child may ...

Make plans for an activity.

Complete a project.

Continue to try a difficult task (e.g., build a complex block structure).

You can support your child ...

Help your child brainstorm ideas for projects when she seems bored. Ask her what she needs to get started on a project she has chosen.

Give your child short, meaningful tasks such as sorting laundry or feeding a pet. Comment on how she is helping the family.

As your child gets used to completing short tasks, assign more complex tasks. For example, if her job has been to set the table, teach her to get out the place mats and silverware herself.

As you complete household tasks in your child's presence, talk about the steps involved. Say, "Let's see, I've cooked the chicken, and now I'm going to cut it up into small pieces for chicken salad."

As your child works on a project, comment on how well she is staying on task and why that is important.

If your child loses interest in her project, encourage her to continue by suggesting a limit (e.g., say, "Just work on the puzzle for three more minutes. I'll set the timer."). If she refuses to go on, suggest she take a break. Comment on how well she's done so far.

If she asks, help her if she needs it, but don't take over the job yourself.

Let your child see you pursuing challenges in your life and remaining committed. Tackle a cleaning, repair or fix-up project and complete it. Become involved in a charity project.

Look for your child to ...

Cope with frustration.

Your child may ...

Show understanding when a peer accidentally knocks down her block structure.

Lose a game without getting upset.

Persist in trying to complete a task after many attempts have failed (e.g., tying shoes, riding a bike).

You can support your child ...

Let your child know that frustration and anger are natural and expected feelings. However, she needs to express those feelings appropriately. For example, say, "You're very angry because you cannot have candy. I'm really sorry you're angry, but please use a calm voice when you talk to me."

Help reduce your child's stress by spending time alone with her every day. Take a walk, bake cookies, garden or do anything your child enjoys. Make sure she is getting enough sleep and the right foods.

Help your child to understand the intentions of others. For example, say, "Rashod did not knock down your tower on purpose. It was an accident. He was just walking by."

Help redirect your child's behavior when she is frustrated. If your child is frustrated because she can't put a puzzle together, for instance, show her other ways to do it.

Encourage your child to talk about her feelings even if she says things you'd rather not hear. She needs to learn that it is better to express anger and frustration through words. Then she can learn not to use words that are rude or abusive.

Read books to your child that show characters dealing with frustration.

Set a good example. Remain calm when you get frustrated.

Teach your child techniques for controlling her temper (e.g., use words to express feelings, go into another room or start a new activity). Model these to control your own temper.

Teach your child that mistakes are an opportunity for learning. Praise her when she tries again.

Tell your child she is doing a good job when she keeps trying to complete a task. Reassure her that she can do it.

Pre-K Approaches to Learning

Standard (Goal):

Uses problem-solving skills.

Look for your child to ...	**Your child may ...**
Recognize problems.	State a personal problem (e.g., say, "I can't get my jacket zipped." or "I can't find the purple marker.").
	Anticipate potential for problems (e.g., say, "If I climb too high, I won't be able to get down.").
	Recall a previous problem (e.g., say, "I remember the last time we built the house, we had to put another block here to hold it up.").
	You can support your child ...
	If your child appears frustrated or upset, ask him what the problem is. If he does not say, express it for him. For example, say, "It looks as though you are upset because you cannot reach that shelf."
	Create conflict situations using stuffed animals or dolls. Talk with your child about what happened, feelings and how best to work out problems.
	Provide toys and supplies that stimulate thinking and problem solving such as crayons, blocks, Legos, sand, water, Play-Doh and puzzles.
	When you have a problem she can understand, talk about it. For example, say, "I can't find my keys. Let's see. Where did I last see them?"
	Remind your child of a previous problem. For example, say, "Remember last week when you wanted to make the grass green on your picture but we didn't have any green paint? Remember how we mixed yellow and blue together?"
Look for your child to ...	**Your child may ...**
Try to solve problems.	Modify her actions based on new information and experiences (e.g., change block structure when the tower continues to fall, move during story time to see the book, or put on a sweater when cold).
	Change her behavior in response to another child or adult (e.g., comfort another child who is crying).
	Ask for help from another child or an adult.

51 BEST COPY AVAILABLE

Look for your child to ...	**You can support your child ...**
Try to solve problems. *(continued)*	Guide your child as she figures out how to fit things into a box, clean up a spill or put on her socks.
	Encourage your child to sit with you until she thinks of three potential solutions to a problem. Accept all the solutions, even the silly ones. She is practicing problem-solving skills.
	Ask your child, "How can we solve this problem?" Give her time to think of some solutions. Resist the temptation to jump in with answers. It's not the solution that is important. It is the process of learning to come up with it that is valuable for your child. After she learns to brainstorm ideas, she can begin to judge whether or not they will work.
	Encourage your child to experiment with art materials, musical instruments and building materials. Ask questions such as: "How did you make that?" "What do you think will happen if ... ?" "What else could you do?"
	Talk about something that happened during the day. With your child, think of other ways someone could have responded.
	When your child becomes frustrated during play, help her develop problem-solving skills. For example, if her block tower keeps collapsing, ask her if she can think of a different way to build it.
Look for your child to ...	**Your child may ...**
Work with others to solve problems.	Make cooperative decisions with another child (i.e., plan with a peer to build a castle out of blocks or choose together what game to play or how to share materials such as toys or markers).
	Work with another child to solve a problem or conflict without adult assistance.
	Offer solutions to a conflict with another child.
	Take turns (e.g., say, "Let's decide who goes first, second ... .").
	You can support your child ...
	Read books to your child that show people working together to solve problems. Talk to your child about what is going on in the story.
	Guide your child in working out solutions with other children. Ask what each child wants and how he or she feels. Explain the problem. Have the children take turns coming up with solutions and finding out if the solutions are acceptable with everyone. Encourage them to be persistent and keep going until they come up with a solution that works for everyone.

Look for your child to ...	You can support your child ...
Work with others to solve problems. *(continued)*	If your child asks you for help, make an effort to stop what you are doing and give him your attention. If you become annoyed with him or ignore him, you will discourage him from using you and other adults as a resource. Praise your child when he asks for or offers help. Be a good example. Let your child see you ask others for help. Ask your child for help sometimes.

Resources – Books

Brazelton, T., and Greenspan, S. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish.* Cambridge, MA: Perseus Publishing.

Brazelton, T.B. (1992). *Touchpoints.* Reading, MA: Addison-Wesley.

Brazelton, T.B., and Sparrow, J.D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development.* Reading, MA: Perseus Books.

Calkins, L., and Bellino, L. (1997). *Raising lifelong learners.* Reading, MA: Perseus Books.

Chesto, K.O. (1997). *Raising kids who care: About themselves, about their world, about each other.* Franklin, WI: Sheed and Ward.

Denham, S.A. (1998). *Emotional development in young children.* New York: The Guilford Press.

Greenspan, S., and Greenspan, S.I. (2002). *The secure child: Helping children feel safe and confident in a changing world.* Reading, MA: Perseus Books.

Greenspan, S., and Salmon, J. (1995). *The challenging child: Understanding, raising, and enjoying the five "difficult" types of children.* Reading, MA: Addison-Wesley.

Kurcinka, M.S. (1998). *Raising your spirited child.* New York: HarperCollins Publishers.

Lickona, T. (1983). *Raising good children.* New York: Bantam Books.

Meisels, S.J., Marsden, D.B., and Stetson, C. (2000). *Winning ways to learn.* New York: Goddard Press.

Pipher, M.B. (1997). *The shelter of each other: Rebuilding our families.* New York: Ballantine Books.

Ramey, S., and Ramey, C. (1999). *Going to school.* New York: Goddard Press.

Rich, D. (1997). *What do we say? What do we do?* New York: Tom Doherty Associates Inc.

Schiller, P., and Bryant, T. (1998). *The values book.* Beltsville, MD: Gryphon House.

White, M. (1995). *Keys to parenting your five-year old.* Hauppauge, NY: Barron's Educational Series.

Tips for Parents

You play a large role in your child's social and emotional development and approaches to learning. These suggestions can help you guide her growth.

- Guide your child gently but firmly in a positive, friendly, self-assured manner.
- Encourage your child to develop an attitude of enjoying others and treating them with consideration and courtesy.
- Provide your child with opportunities to play with others.
- Reinforce positive behavior instead of dwelling on the negative.
- Talk to your child about the feelings of others and the importance of being kind and considerate.
- Point out to your child things she does that show she cares about others, such as sharing a toy, letting another person go first, using good manners or helping someone out. Compliment her on her behavior, and explain why her actions benefit others.
- Teach your child to be polite and courteous to others. Encourage her to say "please," "thank you," and "excuse me" when they are appropriate, and model politeness yourself both inside and outside your home.
- Make an effort to establish and keep a warm, close bond with your child. Be affectionate and patient with her.
- Intervene in your child's conflicts with playmates and siblings quickly before the difficulties escalate. Help them to resolve the conflicts.
- Point out the effects of your child's actions on others.
- Model the traits you want to see in your child and discuss them with her. Read books to her that emphasize these values.
- Encourage multicultural awareness through representative dolls, puppets, pictures and books.
- Reassure your child with hugs and comforting words once she has gained control of her emotions. This will strengthen your relationship with her and let her know that you still love her in spite of her occasional inability to control her behavior.
- Help your child learn self-management skills by creating a job chart with her to be checked off when a chore is completed.
- Label your child's feelings, and tell her whether or not she is expressing them in acceptable ways.
- Help your child learn to solve her own conflicts.
- Give your child the opportunity to cope with frustrations and failures instead of overprotecting her.
- Explain to your child what she did wrong, why it was wrong and how she should have acted.

- Make an effort to keep your child from getting into trouble before it happens so that you don't have to be correcting her all of the time.
- Use puppets or pretend play to give your child opportunities to express her fears. When your child expresses fear, help her think of ways to be brave. If she is afraid of new places or things, go for a trial visit a few times so she becomes used to them.
- Talk with your child about ways to redirect her thoughts and actions. For example, read to your child while waiting for a doctor's appointment or play games with her on long car rides. Tell her it's easier to wait when you think about other things.
- Play "make-believe" games with your child. Pretend play helps in the development of self-regulation. Pretend play usually involves voluntarily following social rules.
- Teach your child ways to cope with her emotions (e.g., take a deep breath, hold a blanket to soothe herself, use words instead of fists).
- Play games with your child that encourage impulse control (e.g., Red Light-Green Light; Red Rover; and Mother, May I?).
- Make developing an interest in events, objects and people a major goal for your child.
- Let your child know it is okay to make mistakes and that people learn from making mistakes.
- Encourage your child to take reasonable risks, and praise her when she does (even when she fails).
- Allow your child to assert her opinions, ideas and feelings
- Encourage your child to keep trying and not give up — be a cheerleader!

53

Resources for Children

Feelings: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* — Judith Viorst and Ray Cruz; *Alicia Has a Bad Day* — Lisa Jahn-Claugh; *Bennie's Pennies* — Pat Brisson and Bob Barner; *Feelings* — Aliki; *I Love You Just the Way You Are* — Virginia Miller; *I Love You Very: A Child's Book of Love* — Flavia Weedn and Lisa Weedn; *I Was So Mad* — Mercer Mayer; *Leo the Late Bloomer* — Robert Krauss and Jose Aruego; *My Many Colored Days* — Dr. Seuss, Lon Fancher and Steve Johnson; *Owen* — Kevin Henkes; *Sheila Rae, the Brave* — Kevin Henkes; *The True Story of the Three Little Pigs* — Jon Scieszka and Lane Smith; *The Way I Feel* — Janan Cain; *Wemberly Worried* — Kevin Henkes; *What Makes Me Happy?* — Catherine Anholt and Laurence Anholt; *When I Was Little* — Jamie Lee Curtis and Laura Cornell; *When You're Shy: And You Know It* — Elizabeth Crary et al.; *Where the Wild Things Are* — Maurice Sendak.

Fears: *Bedtime for Frances* — Russell Hoban and Garth Williams; *The Boy Under the Bed* — Preston McClear and Nicholas Dollack; *Owl Babies* — Martin Waddell and Patrick Benson.

New sibling: *A Baby for Grace* — Ian Whybrow and Christian Birmingham; *The Baby Sister* — Tomie dePaola; *I'm a Big Brother* — Joanna Cole and Maxie Chambliss; *I'm a Big Sister* — Joanna Cole and Maxie Chambliss; *Julius, the Baby of the World* — Kevin Henkes; *Peter's Chair* — Ezra Jack Keats.

Death: *I'll Always Love You* — Hans Wilhelm; *The Tenth Good Thing About Barney* — Judith Viorst and Erik Blegved; *When a Pet Dies* — Fred Rogers and Jim Judkis.

Divorce: *Dinosaurs Divorce: A Guide for Changing Families* — Laurence Brown, Marc Tolon Brown and Laurene Krasny Brown; *Let's Talk About It: Divorce* — Fred Rogers and Jim Judkis.

Relationships: *Abuela's Weave* — Omar Castaneda; *I'm Like You, You're Like Me* — Cindy Gainer; *Making Friends* — Fred Rogers and Jim Judkis; *Tell Me Something Happy Before I Go to Sleep* — Joyce Dunbar and Debi Gliori; *Yo! Yes?* — Christopher Raschka.

Moving: *Boomer's Big Day* — Constance McGeorge and Mary Whyte; *Goodbye House* — Frank Asch.

Illness/Surgery: *Blueberry Eyes* — Monica Driscoll Beatty and Peg Michel; *Chris Gets Ear Tubes* — Betty Pace and Kathryn Hutton; *Going to the Hospital* — Fred Rogers, Jim Judkins and Jim Judkis; *Just Going to the Dentist* — Mercer Mayer; *Koko's Big Earache: Preparing Your Child for Ear Tube Surgery* — Vicki Lansky; *Paper Chain* — Claire Blake et al; *Promises* — Elizabeth Winthrop and Betsy Lewin.

Diversity: *Aiko's Flowers* — Rui Vmezawa and Yuji Ando; *Arrow to the Sun: A Pueblo Indian Tale* — Gerald McDermott; *Beneath the Stone: A Mexican Zapotec Tale* — Bernard Wolf; *Cajun Through and Through* — Tynia Thomassie and Andrew Glass; *Chinatown* — William Low; *The Colors of Us* — Karen Katz; *Hats, Hats, Hats* — Ann Morris and Ken Heyman; *The Legend of the Indian Paintbrush* — Tomie dePaola; *Pass It On — African-American Poetry for Children* — Wade Hudson and Floyd Cooper; *Potluck* — Anne Shelby and Irene Trivas; *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* — Selby Becker and G. Brian Karas; *To Be a Kid* — Maya Ajmera, John D. Ivanko and Martin Kraft; *Two Eyes, a Nose and a Mouth* — Roberta Grobel Intrater; *We're Different, We're the Same* — Bobbi Jane Kate and Joe Mathieu.

Links for Parents

For more information on social and emotional development of children, visit the following Web sites:

- American Academy of Child and Adolescent Psychiatry — www.aacap.org
- American Academy of Pediatrics — www.aap.org
- About Our Kids — www.aboutourkids.org
- Caring for Every Child's Mental Health Campaign — www.mentalhealth.org/child
- Early Childhood — www.earlychildhood.com
- Family Education Network — www.familyeducation.com
- Family Fun — www.family.go.com
- Games and Books — www.kidspsych.org
- Educational Resources Information Center — www.ericeece.org
- Mental Health Parenting Information — www.parentinginformation.org
- National Parent Information Network — www.npin.org
- Parent Advice — www.parentsoup.com
- ParentLink — outreach.Missouri.edu/parentlink
- Parents as Teachers National Center — www.patnc.org
- The Positive Parenting Page — www.positiveparenting.com

November 2002

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480, Jefferson City, MO 65102-0480
Web site: www.dese.state.mo.us

BEST COPY AVAILABLE

Priručnik za roditelje:

Rani socijalni i emocionalni razvoj i pristupi učenju

Odjeljenje za osnovno i srednje obrazovanje ■ Mizurija Odjel za rano djetinjstvo

PS 031671

Odjeljenje za osnovno i srednje obrazovanje Mizurija zahvaljuje na saradnji "Parents as Teachers" Nacionalnom Centru u nastajanju ovog priručnika.

Za dodatne kopije ovog priručnika, kontaktirajte Odjeljenje za osnovno i srednje obrazovanje Mizurija, Odjel za rano djetinjstvo, na (573) 751-2095, posjetite veb stranicu Ili nazovite "Parents as Teachers" Nacionalni Centar na 1-866-PAT4YOU ili 1-866-728-4968.

Uvod

Molimo vas da nam se pridružite u pomaganju vašem djetetu da dobije najbolji mogući start u životu upravljanjem njegovog emocionalnog i društvenog razvoja. Vi ste prvi i najvažniji učitelj svome djetetu. Socijalne i emotivne vještine su neophodne za uspjeh vašeg djeteta u školi i u životu. Vaše dijete će savladati mnoge od ovih vještina uzajamnim djelovanjem sa vama. Vi ga učite svakog dana koji provodite sa njim, onim što kažete i činite. Vaše će dijete puno vjerovatnije naučiti osnovne vještine da bi se pripremilo za kindergarten ako se vi smišljeno potrudite da ga naučite ono što je potrebno da zna.

Odjeljenje za osnovno i srednje obrazovanje Mizurija zajedno sa široko baziranim grupama pojedinaca koji imaju iskustvo u predstavljanju ranog obrazovanja u Mizuriju, su razvili skup standarda o tome šta bi većina djece trebalo da znaju i da mogu uraditi do početka kindergarten nastave. Standardi su određeni za upotrebu raznih ljudi: roditelja, instruktora roditelja, zaposlenih u vrtićima, "Head Start" programu i učiteljima u državnim ili privatnim školama, u raznim sredinama ranog obrazovanja. Oni su dosljedni aktuelnim istraživanjima i preporukama drugih državnih i nacionalnih inicijativa.

Sva djeca ne uče istom brzinom. Isto kao što priznajemo da su odrasli ljudi individualno različiti, mi takođe priznajemo da je varijabilnost kod djece normalna. Namjera standarda nije da se koriste da bi se utvrdilo da li je dijete "spremno" da započne kindergarten, nego su to ciljevi koje roditelji trebaju koristiti u podržavanju razvoja pismenosti predškolske djece.

Socijalni razvoj predstavlja razvijanje i promjene u našem uzajamnom djelovanju (interakcijama) sa drugima kako sazrijevamo, dok je emocionalni razvoj razvijanje i promjene u našem razumijevanju i upravljanju našim emocijama. Pošto su interakcije i emocije toliko međusobno povezane, ova dva područja razvoja se često kombinuju u jedno. Takođe smo uključili standarde za "pristupe učenju." Pristupi učenju vašeg djeteta će uticati na sva područja njegovog razvoja, ali će najbliže biti povezani sa njegovim socijalnim i emocionalnim razvojem.

Tokom predškolskih godina, djeca razvijaju rastuće razumijevanje toga kako njihove akcije utiču na druge. To razumijevanje pomaže da se uobliči njihovo ponašanje. Kao roditelj, vi obezbjeđujete podršku i ohrabrenje koje omogućava vašem predškolskom djetetu da razvija samokontrolu i ostale socijalne i emocionalne vještine. Uz vašu pomoć i vođstvo, vaše će dijete naposlijetku biti u stanju da sam upravlja svojim emocijama i svojim ponašanjem. Mi vas podstičemo da sarađujete sa predškolskim učiteljem vašeg djeteta, učiteljem u vrtiću, i/ili instruktorom za roditelje da pomognete svom djetetu da razvije socijalne i emocionalne vještine i pristupe učenju koji su mu potrebni da započne kindergarten spremno za uspjeh.

Ovaj priručnik uključuje ponašanja koja možete primijetiti kod svog djeteta koja će vas uvjeriti da je ono na pravom putu u svom socijalnom i emocionalnom razvoju i u svojim pristupima učenju. Takođe uključuje i načine kojima možete podržavati njegov razvoj i resurse koje možete istraživati da bi dobili više informacija.

Socijalni i emocionalni standardi (ciljevi) i pristupi učenju za predškolski uzrast

Ispod su navedeni standardi (ciljevi) za socijalni i emocionalni razvoj i pristupi učenju prije kindergartena kao što ih je ustanovilo Odjeljenje za osnovno i srednje obrazovanje Mizurija, Odjel za rano djetinjstvo

Socijalni i emocionalni standardi

Znanje o sebi

- Iskazuje samosvijest
- Razvija samokontrolu
- Ravija ličnu odgovornost

Znanje o drugima

- Gradi vezu međusobnog povjerenja i poštovanja sa drugima
- Radi u saradnji sa djecom i odraslima

Pristupi učenju

- Pokazuje radoznalost
- Preuzima inicijativu
- Pokazuje kreativnost
- Pokazuje samopouzdanje
- Pokazuje upornost
- Koristi vještine rješavanja problema

Socijalni i emocionalni standardi (ciljevi) prije kindergartena

Standard (cilj):

Iskazuje samosvijest.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Pokaže poštovanje za samog sebe.	Zauzeti se za svoja prava i potrebe.
	Priznati svoja dostignuća (npr. reći "Ja znam udariti loptu.").
	Koristiti samostalnost (npr., oprati ruke sapunom i vodom, oprati zube uz pomoć, ili isprobati novu hranu).
	Možete podržati svoje dijete ...
	Dozvolite mu da slobodno izrazi svoje mišljenje.
	Uključite ga u donošenje porodičnih odluka (u skladu sa njegovim mogućnostima).
	Pokažite ponos na njegove sposobnosti i kvalitete, kao što je njegovo brzo trčanje ili njegov smisao za humor.
	Organizujte mu sigurnu okolinu za učenje i vježbanje novih vrsta ponašanja.
	Obezbijedite podršku koja mu je potrebna za vještine koje tek uči.
	Pustite da samo radi stvari. Naučite ga kako da samo obavlja stvari.
	Dajte mu da obavi poslove koje može izvršiti (npr., da nahrani kućnog ljubimca ili da isprazni kantu za smeće).
	Kako sazrijeva, dajte mu složenije zadatke, kao što je pomaganje u spremanju večere.
	Posmatrajte ga, slušajte ga i pohvalite ga za njegova dostignuća. Pomozite mu da razumije da su njegova dostignuća rezultat njegovog truda (npr., "I dalje si pokušavao iako je bilo teško, i sada znaš udariti loptu.").
	Sposobnost vašeg djeteta da izvede mnoge samostalne vještine uveliko zavisi od motornih vještina. Posmatrajte koliko dobro koristi svoje prste i ruke da biste vidjeli da li je dijete spremno da jede, pere zube ili se oblači samo.
	Pokažite mu kako da završi svaki zadatak, objašnjavajući mu kako da to uradi i pomažući mu kroz razne korake dok on to ne mogne uraditi sam.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Pokazati poštovanje za samog sebe. (nastavak)	Dajte mu razna pomagala (npr. salvetu, odgovarajući pribor, stolicu prikladne visine). Pohvalite ga kada puno ne zaprlja. Pokažite svome djetetu kako da opere zube, iznutra i izvana, u trajanju od dvije minute. Vi perite zube u isto vrijeme. (Uvijek mu na kraju vi operite još malo zube da biste dosegli sve površine zuba vašeg djeteta.) Držite papirnate maramice tamo gdje ih vaše dijete može dohvatiti. Dajte mu primjer koristeći ih. Podstičite ga da ih koristi kad su mu potrebne, ponudite se da pomognete. Pokušajte malo namirisati maramicu parfemom i kažite svom djetetu da se obriše oko nosa mirišući maramicu. Postepeno izbacujte iz upotrebe namirisanu maramicu. Koristeći lutku ili plišanu životinju sa odjećom, pokažite svom djetetu kako da obuče i skine lutku. Pokažite mu kako da rukuje rajsferšlusom i dugmadima. Dajte mu neke svoje stare košulje i jakne da se igra oblačenja. Ovo će mu omogućiti da uvježba oblačenje i skidanje. Komotna odjeća je lakša za dijete da se obuče. Spremite vašem djetetu odjeću, jakne i cipele tamo gdje ih ono može dohvatiti. Dajte mu dovoljno vremena da se sam obuče ujutro. Zakačite mu privjesak za ključeve ili veliku spajalicu za rajsferšlus da bi mu bilo lakše da ga uhvati. Dajte mu da vježba vezivanje pertli oko noge prije nego što pokuša da zaveže cipelu. Pokažite djetetu načine na koje se može lakše obući. Maloj djeci je ponekad lakše da obuku košulju ili jaknu ako je polože na krilo ili na pod naopačke tako da je prednji dio okrenut prema gore. Oni mogu uvući ruke u rukave do lakata , a zatim podići ruke preko glave dok košulja ne dođe na svoje mjesto. U vrijeme kupanja, dajte djetetu da oboji svaki od svojih dijelova tijela drugom bojom koristeći sapun u boji. Recite mu da opere plavi dio, zatim zeleni, i tako dalje dok ne bude potpuno čist.
Tražite od svog djeteta da ... Da razvije lični ukus.	**Vaše dijete može ...** Vršiti izbor. Izraziti šta mu se sviđa a šta mu se ne sviđa. Izabrati omiljenu boju, hranu, pjesmu, prijatelja, itd. **Možete podržati svoje dijete ...** Dozvolite svom djetetu da izabere između prihvatljivih alternativa. U situacijama u kojima on još nije sposoban donijeti samostalnu odluku, uključite ga u neke od aspekata izbora (npr. odlučivanje koju će prvo skloniti igračku).

58

BEST COPY AVAILABLE

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Da razvije lični ukus. (nastavak)	Kada je to moguće, dopustite djetetu da odluči šta će obući. Pokažite djetetu da ste zainteresovani za njega, za njegove vještine i interese u razvoju, i za to što ono voli i ne voli. Dozvolite djetetu da ima pravo da nešto voli ili ne voli. Nemojte ga kritikovati ako su ta mišljenja različita od vašeg. Pitajte ga koja je njegova omiljena boja, životinja, sladoled, itd. Kažite mu koja je vaša. Napravite sa djetetom kolaž "Ko sam ja?" Pomozite mu da nađe slike svojih omiljenih stvari i da ih zalijepi na komad papira.
Tražite od svog djeteta da ... Da zna lične informacije.	**Vaše dijete može ...** Opisati sebe koristeći nekoliko osnovnih karakteristika (npr. pol, starost. boja kose ili boja očiju). Predstaviti se imenom i prezimenom. Znati ime svojih roditelja/staratelja. Znati svoju adresu i telefonski broj. **Možete podržati svoje dijete ...** Stanite ispred ogledala sa svojim djetetom. Opišite ono što vidite (npr. "Ja imam smeđu kosu i plave oči. Ja sam žensko."). Neka i ono uradi to isto. Istaknite fizičke karakteristike svoga djeteta kada gledate njegove slike. Razgovarajte i o karakteristikama drugih. Recite djetetu svoje ime i pitajte ga za njegovo ime. Neka vaše dijete legne na veliki komad papira. Ocrtajte njegovo tijelo na papiru. Pomozite mu da obojite njegovu kosu, oči, nos, usta i ostalo. Razgovarajte o boji njegove kose i očiju. Razgovarajte o prezimenu vaše porodice i navedite ostale u vašoj porodici koji imau isto prezime kao vaše dijete. Zajedno napišite pismo baki i djedu, prijatelju ili nekom sa kim se dopisujete. Vidite da li vam dijete može reći šta da napišete o njemu u tom pismu. Pošaljite pismo svom djetetu, i pomozite mu da i sam pošalje nešto. Pokažite mu njegovu adresu na koverti. Pomozite djetetu da napravi kuću od malog kartona za mlijeko. Napišite svoju adresu i velike brojeve na kući. Pomozite djetetu da često čita te brojeve da bi ih lakše zapamtio. Otpjevajte vaš telefonski broj (npr. pjevajte brojeve po nekoj poznatoj pjesmici (npr" Pozdravite moga tatu."). Neka i vaše dijete pjeva sa vama.

Socijalni i emocionalni standardi (ciljevi) prije kindergartena

Standard (cilj):

Razvija samokontrolu.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Poštuje jednostavna pravila.	Poštovati par jasnih i dosljednih pravila u kući ili učionici. Poštovati pravila koja uspostave odrasli i/ili prijatelji u igri. Poštovati pravila bezbijednosti. **Možete podržati svoje dijete ...** Govorite o pravilima i dosljedno ih primjenjujete, ali i napravite kompromis kada je to prikladno. Govorite sa djetetom o prikladnim pravilima prije ulaska u biblioteku ili bogomolju. Igrajte se raznih jednostavnih igara (npr., igre na tabli, igre kartama ili igre sa loptom) sa svojim djetetom. Komentarišite "moj red" i "tvoj red." Dajte primjer pravila bezbjednosti. Na primjer, vežite sigurnosni pojas dok ste u autu, nosite kacigu kad vozite bicikl, i čekajte na signal "walk" -dozvoljenog prelaza na semaforima.
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Prihvata promjene i prati svakodnevnu rutinu.	Razumjeti i pratiti raspored i rutinske aktivnosti kod kuće ili u školi. Uspijevati da mirno pređe sa jedne aktivnosti na drugu (npr. da uđe u kuću da opere ruke, da pojede ručak i da sasluša neku priču). Lako se odvajati od vas. **Možete podržati svoje dijete ...** Pratite dosljednu rutinu kod kuće, i govorite o tome šta dalje slijedi. Unaprijed upozorite dijete na promjenu koja dolazi. Ako je to neophodno, fizički ga odvedite tamo gdje treba da bude.

Tražite od svog djeteta da ...	**Možete podržati svoje dijete ...**
Prihvata promjene i prati svakodnevnu rutinu. (nastavak)	Dajte djetetu mogućnost da se odvoji od vas na kraće vrijeme. Objasnite gdje idete i kada ćete se vratiti. Budite nježni, ali u isto vrijeme direktni i smireni kada ostavite dijete. Dospustite mu da nešto vaše zadrži sa sobom dok vi budete odsutni. Podstičite dijete da i samo ide na mala "putovanja" (npr., da posjeti druga ili rođaka ili da se igra na igralištu dok ga vi posmatrate sa daljine).
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Izrazi osjećanja prikladnim gestovima, akcijama i jezikom.	Identifikovati emocije ("Stvarno sam ljut." ili "Ova me priča rastužila."). Podijeliti sreću ili uspjeh nekog drugog. Ponuditi pomoć nekom ko je povrijeđen. Koristiti pretvaranje u igri da razumije i reaguje na osjećanja. Kontrolisati impuls da otme neki predmet od drugog djeteta (npr., koristiti prikladne riječi umjesto udaranja). **Možete podržati svoje dijete ...** Navedite emocije vašeg djeteta, vas, i drugih. Na primjer, recite: "Izgledaš mi uplašen. Je li to tačno? Reci mi." Razgovarajte o uzrocima osjećanja. Nacrtajte i isjecite lica koja pokazuju različita osjećanja (npr., srećno, tužno, ljuto, uplašeno, iznenađeno, zabrinuto). Zalijepite lica na štapiće za sladoled. Neka s tim lutkama vaše dijete odglumi razna osjećanja. Pomozite djetetu da prihvati svoja negativna osjećanja kao što su ljutnja i strah navodeći ih, diskutujući o njima sa djetetom i dajući prikladan primjer izražavanja tih osjećanja. Utješite dijete i pokušajte da napravite da se osjeća bolje. Razgovarajte i o pozitivnim osjećanjima. Na primjer recite: "Ja sam danas sretan(na) jer idemo u park sa bakom i djedom." Ukažite da je neko drugo dijete sretno ili ponosno jer je nešto postiglo, i pokažite svom djetetu kako da reaguje. Kažite djetetu: "Bravo, Jacob! Odličan si!" Dozvolite svom djetetu da izrazi to što osjeća. Izbjegavajte da mu kažete kako bi se trebalo osjećati. Odgovorite na sreću svoga djeteta srećom, na njegovu tugu nježnošću i na njegovu ljutinu smirenošću.

Tražite od svog djeteta da ...

Izrazi osjećanja prikladnim gestovima, akcijama i jezikom.

(nastavak)

Možete podržati svoje dijete ...

Pazite kako reagujete na izlive osjećanja svoga djeteta. Na primjer, ako odgovorite na nastup gnjeva svoga djeteta tako da viknete na dijete ili da ga pljesnete, vi ga podstičete da nastavi da izražava svoj vlastiti gnjev na taj način.

Primijetite kako akcije vašeg djeteta utiču na druge. Razgovarajte s njim o osjećanjima drugih. Na primjer, recite: "Ona je tužna jer si ti uzeo posljednji kolačić a ona nije dobila nijedan. Možeš li smisliti neki način da se ona osjeća bolje?"

Tokom dana, dajte mu kompliment kada vidite da pomaže drugima. Objasnite mu kako su njegove akcije pomogle drugima.

Igrajte igre pretvaranja "kao bajagi" sa djetetom. Podstičite ga da koristi svoju maštu, time što ćete vi koristiti svoju.

Obezbijedite puno rekvizita za igre pretvaranja (npr. kao da ste u prodavnici, kod doktora, u vrtiću, kući, restoranu, vatrogasnoj ili policijskoj stanici).

Čvrsto podsjetite dijete da je pravilo "nema udaranja" i da koristi svoje riječi. Dajte mu kompliment kada primijetite da traži igračku umjesto da je zgrabi.

Učite ga igre koje podstiču kontrolu impulsivnosti kod vašeg djeteta, kao što su Aberećke, abertude..., Hoda maca oko tebe....

Tražite od svog djeteta da ...

Da se prilagodi različitim sredinama.

Vaše dijete može ...

Podešavati svoje ponašanje prema različitim sredinama (npr. biblioteka, crkva, kuća, igralište ili škola).

Poštovati pravila u različitim sredinama.

Možete podržati svoje dijete ...

Pretvarajte se da ste u drugoj sredini, sa djetetom (npr. recite: "Hajde da se pretvaramo da smo na igralištu. Šta ćemo raditi?").

Pitajte svoje dijete o raznim pravilima kod kuće, u kući prijatelja ili rođaka, u vrtiću, u bogomoljama, itd. Govorite o tome zašto nam trebaju pravila.

Objasnite pravila unaprijed i koristite konkretne primjere koje će vaše dijete zapamtiti. Na primjer recite: "Hajde da hodamo tiho (pretvarajte se da hodate na prstima) dok smo u biblioteci. Ljudi tu čitaju, i mi moramo biti tihi."

Dosljedno nametnite pravila. Vaše dijete će prije poštovati pravila kada postoji razumna struktura koju prati, zna šta može da očekuje i može predvidjeti da određena ponašanja imaju određane posljedice.

60

BEST COPY AVAILABLE

Socijalni i emocionalni standardi (ciljevi) prije kindergartena

Standard (cilj):

Razvija ličnu odgovornost.

Tražite od svog djeteta da ...

Brine o ličnoj i grupnoj imovini.

Vaše dijete može ...

Pažljivo rukovati knjigama i drugim predmetima.

Brinuti se o igračkama.

Sklanjati svoju imovinu i materijale (npr. odjeću, igračke, likovne potrepštine).

Možete podržati svoje dijete ...

Dajte primjer pažljivog rukovanja knjigama i predmetima, zatim podstaknite dijete da prati vaš primjer.

Objasnite svom djetetu da je važno brinuti o svojim stvarima.

Postavite ograničenja. Ako vaše dijete neprikladno koristi knjige ili igračke, sklonite ih od njega na neko vrijeme.

Napravite mu sklanjanje svojih stvari svakodnevnom rutinom. Pomozite mu u stvaranju te rutine — pomozite mu da odluči kad šta da radi.

Olakšajte djetetu da sklanja svoje stvari. Obezbijedite kuke i ladice za odjeću i niske police za knjige i igračke.

Preobratite zadatak u igru. Na primjer, postavite tajmer i vidite ko može više igračaka skloniti prije nego što se tajmer uključi. Ili, pomozite djetetu da skloni igračke sa poda u veliku kesu. Na smjenu se saginjite do kese i uzimajte igračke. Bez gledanja, pogodite koja je to igračka. Ako pogodite, vi je možete skloniti.

Napravite pjesmice na poznate melodije o sklanjanju igračaka i odjeće. Na primjer, pjevajte "Kupi, kupi igračke brzo mala Ajla. Kad' završi spremanje, ljubiće je mama" na melodije pjesmice „Ide, ide patak, na daleki put. Repić mu je kratak, kljun je njegov žut."

Pomozite svom djetetu da podijeli zadatak na manje lakše dijelove. Pomozite mu sa poslovima koji izgledaju preteški. Na primjer, pomozite mu da pokupi sve kocke. Onda mu pomozite da pokupi autiće, itd.

Tražite od svog djeteta da ...	Vaše dijete može ...
Počne prihvatati posljedice svojih akcija.	Donijeti predmet roditelju ili učitelju da se popravi nakon što ga je pokvarilo. Priznati da je učinilo grešku (npr., reći, "Ja sam je udario jer je uzela moju igračku.").
	Možete podržati svoje dijete ...
	Dajte djetetu do znanja da je u redu da se napravi greška. To su iskustva iz kojih učimo. Pohvalite ga kada ponovo pokuša. Kada vaše dijete slučajno pokvari neki predmet, nemojte ga kažnjavati. Razgovarajte o tome šta je prouzrokovalo kvar, kako se može izbjeći da se to desi u budućnosti i koji su načini da se popravi. Ako vam vaše dijete donese predmet koji je samo pokvarilo, pohvalite ga za njegovu iskrenost i pokušajte mu pomoći da ga popravi. Kada dijete prizna da je nešto pogrešno uradilo, pohvalite njegovu iskrenost. Pitajte ga šta sad može učiniti da bi poravilo stvar. Razgovarajte sa djetetom o tome kako njegovo ponašanje utiče na druge. Recite svome djetetu njgovu omiljenu dječju pjesmicu u kojoj se radi o dobru i lošem. Prodiskutujte ono što su junaci te priče izabrali.

Socijalni i emocionalni standardi (ciljevi) prije kindergartena

Standard (cilj):

Gradi veze uzajamnog povjerenja i poštovanja sa drugima.

Tražite od svog djeteta da ...	Vaše dijete može ...
Poštuje prava drugih.	Slušati dok drugi govore. Čekati na svoj red i poštovati pravila. Poštovati lični prostor drugih (na primjer, držati ruke dalje od drugih).
	Možete podržati svoje dijete ...
	Pokažite poštovanje svom djetetu tako da i ono nauči da poštuje druge. Slušajte dok ono govori, i dajte mu vremena da završi svoju priču. Kucajte na vrata kupatila prije ulaska. Pitajte da li se njegov brat može igrati sa njegovim slagalicama. Naučite svoje dijete da kaže "izvinjavam se" ako treba da prekine razgovor. Igrajte se raznih igara sa svojim djetetom. Komentarišite "moj red" i "tvoj red." Igrajte igre sa jednostavnim pravilima, kao što su Žmure (Skrivača), Ide maca oko tebe, Širi, širi, vezeni peškiri, Čovječe ne ljuti se. Isplanirajte neko vrijeme svakoga dana u kome će vaše dijete moći računati na cijelu vašu pažnju. Provedite to vrijeme razgovarajući, čitajući mu, igrajući se ili slušajući muziku. Ono će osjećati manju potrebu da vas prekida kada ste zauzeti ako zna da može računati da će kasnije provesti vrijeme sa vama. Razgovarajte s njim o tome kako se drugi osjećaju kada naleti na njih, hoda previše blizu njima ili ih dodiruje.

Tražite od svog djeteta da ...	Vaše dijete može ...
Poštuje vođstvo odraslih.	Koristiti pomoć odraslih (npr. tražiti informacije, pomoć ili savjet). Pratiti odrednice odraslih za bezbjednost u kući ili učionici. Poštovati pravila odraslih o prikladnom ponašanju u različitim sredinama. Pokazati interes za zanimanja u okolini (npr. vatrogasce, policajce, zubare ili doktore) i razumjeti njihove uloge u zajednici.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Poštuje vodstvo odraslih. (nastavak)	Pomozite mu da razgovara sa odraslima. Predstavite ga odraslima, i podsjetite ga da se pozdravi i rukuje. Kažite mu da koristi njihova imena kada ih pozdravlja. Podstičite svoje dijete da odgovori na pitanja ili reaguje na to kad mu neko nešto kaže, ali nemojte insistirati. Čitajte knjige o ulogama zanimanja u društvu. Povedite svoje dijete u posjetu lokalnoj vatrogasnoj stanici, i tražite da pita vatrogasca šta je njegov posao. Razgovarajte o poslovima koji se obavljaju u društvu, i naglasite njihov značaj. Igrajte pantomime sa njim, i glumite uloge važnih zanimanja u zajednici. Poslije posjete doktoru ili zubaru, igrajte se doktora ili zubara sa djetetom. Izbjegavajte da kritikujete odrasle u prisustvu svoga djeteta. Dajte mu do znanja da je važno da se poštuju osobe sa autoritetima i da se prate njihova pravila.
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Traži utjehu i sigurnost od odraslih koji su mu bliski.	Pokazati privrženost ili vezu sa nekim od odraslih. Obratiti se nekom odraslom kada ima problem. Osjećati se sigurnim sa odraslima koji su mu bliski.
	Možete podržati svoje dijete ...
	Ohrabrujte ga, budite suosjećajni i topli prema njemu. Kada izrazi negativne emocije kao što su ljutina ili tuga, utješite ga i pokušajte da mu pomognete da se osjeća bolje (npr. recite, "Žao mi je što si ljut(a) jer sad ne možeš izaći napolje. Hajde da pričamo o tome dok se igramo sa blokovima.").
	Budite uz svoje dijete i fizički i emocionalno. Kada ga ostavite na primjer— kažite mu gdje idete, zašto i kada ćete se vratiti. Pobrinite se da ostavite dijete na brigu onome ko je kompetentan, i objasnite mu da će biti siguran dok vi niste tu. Dajte svom djetetu priliku da bude u okolini drugih odraslih ljudi.
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Razvija prijateljstva.	Ponuditi pomoć i izvore pomoći drugima. Imati specijalno prijateljstvo sa jednim ili dvoje djece (npr., nedostaju mu kad su razdvojeni, često izabire da se sa njima igra). Drugi ga mogu nazvati prijateljem ili drugarom za igru.

BEST COPY AVAILABLE

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Razvija prijateljstva. (nastavak)	Dajte svom djetetu puno mogućnosti da se igra sa drugom djecom. Dogovarajte sastanke za igru. Odvedite dijete u kuću kod prijatelja, ili pozovite jednog od njegovih prijatelja u svoju kuću. Ohrabrite svoje dijete da bude dobar "domaćin/domaćica" kada je prijatelj u posjeti (npr. nudeći osvježenje, dijeleći igračke, mjenjajući se u igri). Ponudite mu upute kako da se socijalno ponaša. Na primjer, recite, "Zašto ne bi pitao Joshua i Madison možeš li im se pridružiti u igri?" Pomozite svom djetetu i njegovim prijateljima da riješe sami konflikte. Ako ne mogu, uskočite sa specijalnim sugestijama (npr., "Igrajte se toga čega Kareem želi da se igra dok se ne uključi tajmer, onda se igrajte onoga što ti želiš."). Ograničite grupe za igranje na manji broj prijatelja. Velike grupe mogu biti previše za predškolsku djecu. Obezbijedite toplinu i ohrabrenje svom djetetu, i pokažite senzitivnu brigu za njega. Djeca čiji se roditelji ponašaju prema njima na ovaj način će češće pomagati i brinuti o drugima. Održavajte pozitivan stav kod kuće. Smijte se i cerekajte sa svojim djetetom. To će uticati na raspoloženje vašeg djeteta. Vaše će dijete biti popularnije ako izgleda sretno, nego ako većinom ispoljava tugu ili ljutinu. Često razgovarajte o osjećanjima sa svojim djetetom. Imenujte osjećanja i objasnite ih. Diskutujte o emocijama tokom razgovora za vrijeme obroka. Pitajte članove porodice šta ih čini sretnima, tužnima, ili ljutima; ohrabrite ih da izraze različita gledišta. "Emocionalno znanje," ili svijest o sopstvenim osjećanjima i osjećanjima drugih, pomaže djeci da budu više prijateljski raspoloženi i brižni. Pomozite svom djetetu da prepozna osjećanja drugih (npr., "Youssef izgleda tužan. Hajde da vidimo da li bi on želio da se igra.").
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Koristi ljubazne riječi i akcije.	Reći "molim," "hvala," "zdravo" i "do viđenja" u prikladno vrijeme. Dijeliti igračke ili dodati predmete za vrijeme obroka. Čekati svoj red tokom razgovora.
	Možete podržati svoje dijete ...
	Dozvolite svom djetetu da ima neke stvari koje ne mora da dijeli. Dajte mu sami primjer. Na primjer, kažite, "Možeš se igrati sa mojim starim sudem ali ne sa mojim skupim porculanom." Kažite svom djetetu da će mu biti zabavnije ako dijeli svoje igračke nego kada se samo igra sa njima.

Tražite od svog djeteta da ...	**Možete podržati svoje dijete ...**
Koristi ljubazne riječi i akcije. (nastavak)	Koristite dobre manire u svakodnevnim interakcijama sa svojim djetetom. Podsjetite ga da kaže "molim," "hvala" i druge ljubazne izraze. Kažite svom djetetu da je važno da bude ljubazan prema drugima tako da se oni dobro osjećaju i da žele da provedu vrijeme sa njim. Dajte mu dosta mogućnosti da govori tokom konverzacije. Pitajte ga otvorena pitanja koja mogu biti odgovarana sa da ili ne. Ako vaše dijete prekine konverzaciju, objasnite mu da je važno da čeka svoj red da govori i da mora sačekati. Čitajte knjige i gledajte TV programe sa svojim djetetom koji pokazuju ljude koji se ljubazno ponašaju. Razgovarajte sa njim o tom ponašanju i njegovom pozitivnom efektu na druge oko njih. Istaknite primjere nepristojnosti, i razgovarajte o njihovim negativnim efektima.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Poštuje sličnosti i razlike među ljudima.	Primijetiti sličnosti i razlike kod drugih. Uključiti djecu koja su različita u igru (npr. pol, rasa, specijalne potrebe, kultura i jezik). Istraživati stvarne životne situacije kroz igru pretvaranja. Prepoznati da razne osobe imaju različite vještine i informacije.

Možete podržati svoje dijete ...

Igrajte se igara "k'o bajagi" sa svojim djetetom. Glumite situacije koje mogu biti strašne ili stresne za njega, kao što je prvi dan predškolskog, ili posjeta zubaru.

Čitajte svom djetetu knjige o drugim kulturama. Tražite u magazinima slike ljudi koji pripadaju drugim kulturama. Govorite o načinima na koje su ljudi slični i različiti.

Tražite da u magazinima vaše dijete izabere lica. Pomozite mu da ih izreže i zalijepi na indeks karte. Igrajte igru u kojoj ćete se smjenjivati izabirući dvije karte i govoreći o tome na koji su način lica ista i kako su različita.

Govorite sa svojim djetetom o tome kako bi to bilo kad bi imali neki hendikep ili kad bi se preselili u drugu zemlju.

Postavite jasne granice. Nemojte dozvoliti svom djetetu da se ismijava ili kritikuje ljude zbog njihove rase, religije, kulture, pola ili specijalnih potreba.

Istaknite snage drugih ljudi tako da vaše dijete može postati svjesnije vještina i znanja koje imaju.

Socijalni i emocionalni standardi (ciljevi) prije kindergartena

Standard (cilj):

Radi u saradnji sa djecom i odraslima.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Uspješno učestvuje kao član grupe.	Dozvoliti drugima da se pridruže igri i aktivnostima. U saradnji učestvovati u aktivnostima velike ili male grupe (npr. nekada da bude vođa a nekad da prati). Igrati se u saradnji sa drugima (npr. čekati svoj red u toku igranja igre). Identifikovati se kao član grupe (npr. izjaviti naša porodica, naša škola ili naš tim).

Možete podržati svoje dijete ...

Ohrabrite svoje dijete da dozvoli drugima da se pridruže njegovoj igri. Recite mu da je zabavnije igrati se sa drugima. Istaknite da će rastužiti drugu djecu ako im ne da da se igraju.

Obezbijedite materijal koji se lako dijeli (npr. blokove, materijale za crtanje ili kolačiće). Dajte komentar kad vidite svoje dijete i njegove drugare u igri ili braću i sestre da sretno dijele materijale.

Dajte svom djetetu mogućnost i da vodi i da prati. Ako primijetite da radije vodi nego da prati (ili obrnuto) tokom igre sa drugom djecom, predložite da se mijenjaju. Na primjer kažite, "Juče si ti bio tata a Andrew je bio dijete. Zašto danas ne bi zamijenili mjesta da mu dopustiš da on bude tata?"

Igrajte igre sa svojim djetetom u kojima se možete smjenjivati u vođstvu (npr. Pretvori se, pretvori se u ...).

Obezbijedite materijale za igre pretvaranja kao što je odjeća, rekviziti ili kutije. Kooperativna igra se ostvaruje kada djeca dijele zajednički cilj.

Kada vaše dijete ima druga u posjeti, podstaknite ih da se igraju igara koje zahtijevaju da rade zajedno. Aktivnosti kao što su podizanje šatora od deka, pravljenje grada od blokova, ili sastavljanje slagalice na podu podstiče saradnju.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Uspješno učestvuje kao član grupe. (nastavak)	Igrajte igre sa jednostavnim pravilima sa djetetom. Govorite kad je "moj red" i "tvoj red." Gledajte porodične slike sa svojim djetetom. Istaknite da je ono član porodice. Zajedno obavljajte porodične aktivnosti. Zajedno objedujte. Igrajte igre zajedno. Idite na izlete kao porodica. Ako vaše dijete ide u školu ili u vrtić, slikajte ga sa drugom djecom. Pričajte o tome kako je ono dio razreda.
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Dijeli iskustva i ideje sa drugima.	Učestvovati u konverzacijama da bi izrazilo svoje ideje. Izražavati se kroz igru pretvaranja, umjetnost, pismene radove i govorni jezik. Dijeliti lične informacije. **Možete podržati svoje dijete ...** Pitajte svoje dijete za njegove ideje, i saslušajte njegove odgovore. Pričajte mu o svojim idejama. Obezbijedite šalove, perje i trake za svoje dijete da koristi kada pleše, pjeva i improvizuje na muziku. Pridružite se zabavi. Govorite o tome kako se osjećate kad slušate razne vrste muzike. Obezbijedite širok asortiman likovnog materijala. Potrepštine kao što su celofan, mrežice, tacne od pjene, trake, užad, štapići za sladoled i loptice od vate su dobre za pravljenje skulptura i kolaža. Ostale potrepštine za podsticanje umjetničkog izražavanja uključuju materijal za crtanje, razne vrste papira, ljepilo, makaze, selotejp, i plastelin ili Play-Doh. Nađite načine da dozvolite da se napravi nered koji prati kreativno istraživanje. Stavite vinil podmetač na pod ili sto ili dopustite svom djetetu da se bavi umjetnošću u kadi ili napolju. Često vodite razgovore sa svojim djetetom o tome šta ono misli ili osjeća. Recite mu kako se vi osjećate. Razgovarajte u autu, u vrijeme obroka, pred spavanje, u restoranima ili dok čekate u redu. Ispričajte svom djetetu jednostavnu pricu o nečemu što je ono uradilo što je bilo smiješno ili interesantno. Vidite da li ono može ispričati neku drugu priču o sebi.

Tražite od svog djeteta da ...	Vaše dijete može ...
Počinje da posmatra situaciju iz perspektive druge osobe.	Preuzimati razne uloge tokom igre pretvaranja. Izraziti suosjećanje (tješiti dijete koje je izgubilo igru ili dijete koje je nesretno). Promijeniti plan zbog želja i potreba drugih (npr. pita prijatelja da li bi on htio prvi da ide). **Možete podržati svoje dijete ...** Obezbijedite rekvizite kao što su stara odjeća, novac za igru i prazne kutije od hrane ili konzerve hrane da se podrži igra pretvaranja. Uključite svoje dijete u igru pretvaranja i podstičite ga da igra različite uloge (npr. kažite, "Ti budi konobar a ja ću biti mušterija. Možete li mi donijeti jelovnik, molim vas?"). Govorite sa svojim djetetom o njegovim osjećanjima i osjećanjima drugih. Na primjer recite, "Jadna Mei Li plače jer se njen autić pokvario." Pomozite svom djetetu da shvati ciljeve drugih. Na primjer, recite, "Jasmine želi da se igra sa blokovima, takođe." Izrazite svoju zabrinutost kada je neko dijete povrijeđeno ili uzrujano. Pokažite mu kako vi pomažete da se to dijete osjeća bolje. Neka vaše dijete vidi da brinete o drugima. Dodajte tanjir svome supružniku u vrijeme obroka, prije nego se poslužite sami. Kažite svom djetetu da ćete danas umjesto u kupovinu, odvesti svoga prijatelja na kliniku.

Tražite od svog djeteta da ...	Vaše dijete može ...
Riješi konflikte sa drugima.	Pokazati interes za poštenje i ustanovljena pravila. Pokušavati da popravi stvar (npr., kaže, "Izvini" ili ponudi igračku). Učestvovati u rješavanju konflikta uz pomoć odraslih. Pokušavati da riješi konflikt bez pomoći odraslih (npr., pregovara ili prihvata kompromis).

Možete podržati svoje dijete ....

Igrajte igre sa svojim djetetom tako da ono počne da razumije pravila. Dajte da i ono izmisli neka pravila takođe.

Izvinite se svom djetetu kada povrijedite njegova osjećanja. Pričajte s njim o načinima na koje se može ispraviti pogreška učinjena drugima.

Dajte svom djetetu i njegovim prijateljima ili bratu ili sestri priliku da riješe svoje konflikte. Potom, komentarišite ono što vidite da su dobro uradili.

Uskočite sa solucijama samo ako se to od vas traži ili ako rješenje ne izgleda moguće. Pomozite djeci da opišu svoja osjećanja i želje jedni drugima. Dajte im do znanja da se mogu obratiti vama kad im je potrebna pomoć.

Provedite neko vrijeme pored svog djeteta i njegovih prijatelja da bi uočili njihovo uzajamno djelovanje. Pričajte sa svojim djetetom o načinima rješavanja konflikata. Pomozite mu da se sjeti mogućnosti (npr., mjenjati se, samo otići, reći drugoj osobi kako se osjeća ili tražiti pomoć od nekog odraslog).

Pred-Kindergarten pristupi učenju

Standard (cilj):

Pokazuje radoznalost.

Tražite od svog djeteta da ...	Vaše dijete može ...
Izrazi interesovanje za ljude.	Pitati ljude u okolini. Biti zainteresovano za aktivnosti drugih. Postavljati pitanja o ličnim informacijama drugih (npr., "Kako se zoveš?" ili "Zašto imaš flaster?").

Možete podržati svoje dijete ...

Čitajte knjige o zanimanjima u zajednici i razgovarajte o tome šta oni rade.

Vodite svoje dijete na puno izleta i razgovarajte o tome šta ljudi rade. Pokažite interesovanje za druge. Postavljajte pitanja.

Obezbijedite razna stimulativna iskustva vašem djetetu. Potrudite se da ga odvedete na mjesta na kojima nije nikada bio i da ga predstavite novim ljudima.

Postavljajte svom djetetu pitanja o tome šta radi. Pitajte ga o čemu misli i šta osjeća.

Čitajte knjige o ljudima iz drugih kultura i drugih etničkih i rasnih grupa.

Prisustvujte događajima u vašoj zajednici koji slave druge kulture i uče o njima.

Tražite od svog djeteta da ...	Vaše dijete može ...
Pokaže interesovanje za učenje novih stvari i sticanje novih iskustava.	Istraživati samostalno. Razvijati lična interesovanja kao što su vozovi, dinosaurusi ili lutke. Istraživati i eksperimentisati sa materijalima. Pokazivati interesovanje za to kako drugi rade razne stvari.

Možete podržati svoje dijete ...

Dajte mu primjer svojom radoznalošću o stvarima koje vidite kada izađete u šetnju i primjećujući stvari koje se dešavaju oko vas.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Pokaže interesovanje za učenje novih stvari i sticanje novih iskustava. (nastavak)	Pružite svom djetetu mogućnosti da samostalno istražuje dok ste vi pored njega i čuvate ga.
	Posjetite muzeje ili dešavanja u zajednici koja su dizajnirana za predškolski uzrast. Dozvolite mu da sam istražuje izloženo ako je bezbjedno da ono to čini.
	Posmatrajte svoje dijete dok se igra da bi vidjeli šta ga interesuje. Podržite ta interesovanja. Čitajte mu knjige o tome. Podstičite ga da crta o tome. Na primjer, ako voli vozove, odvedite ga na željezničku stanicu ili u vožnju vozom.
	Pratite njegovo vodstvo u eksperimentisanju. Ono će biti više entuzijastično ako istražuje stvari koje ga interesuju. Dajte mu da samo isproba stvari.
	Dozvolite mu da se zaprlja kad istražuje. Uključite ga u čišćenje.
	Dajte svom djetetu praktične aktivnosti u kojima može stvari obavljati sam, vidjeti momentalni rezultat svojih akcija i onda izvršiti promjene na osnovu toga što je naučilo. Na primjer, ono može pokušati da pomiješa dvije boje da bi napravio treću, kad vidi da rezultat nije ono što je željelo, onda isprobava drugu boju.
	Pokažite interesovanje za to šta vaše dijete radi. Postavljajte mu pitanja.
	Idite u šetnju. Dajte svom djetetu vremena da posmatra insekte. Podijelite njegova interesovanja i pogled izbliza na sjemenke i kamenje. Pomozite mu da skuplja predmete koje nađe. Donesite ih kući i koristite ih kao ukras na stolu.
	Uključite svoje dijete u aktivnosti kuhanja. Pomozite mu da primijeti kako se sastojci promijene kada se promiješaju, zagriju ili peku.

Tražite od svog djeteta da ...	Vaše dijete može ...
Postavlja pitanja.	Koristiti pitanja da nađe odgovore.
	Pitati se zašto je nešto takvo kakvo je.
	Možete podržati svoje dijete ...
	Kada hodate ili se vozite zajedno, primijetite usput stvari, postavite mu pitanja, i diskutujte o novim i interesantnim stvarima koje primijetite.
	Postavljajte svom djetetu pitanja. Pažljivo slušajte i poštujte njegove odgovore. Kada ga pitate o stvarima koje ga interesuju, pokažite mu kako da misli o stvarima i kako da pronađe stvari.
	Ako vam postavlja pitanja "zašto" ili "kako", odgovorite mu strpljivo. Ako ne znate odgovore, pitajte ga šta ono misli. Pokažite mu kako da nađe odgovore (npr., recite, "Hajde da vidimo možemo li naći knjigu o tome u biblioteci.").

BEST COPY AVAILABLE

Pred-Kindergarten pristupi učenju

Standard (cilj):

Preuzima inicijativu.

Tražite od svog djeteta da ...	Vaše dijete može ...
Inicira interakciju sa drugima.	Pitati prijatelja da mu se pridruži u igri.
	Pridružiti se aktivnosti igre koja je već u toku.
	Učestvovati u grupnim aktivnostima.
	Sugerisati aktivnosti igre.
	Možete podržati svoje dijete ...
	Dajte svom djetetu dosta mogućnosti da se igra sa drugom djecom pojedinačno i u grupama.
	Uredite sastanke za igranje za svoje dijete. Odvedite ga kući kod prijatelja, ili pozovite jednog od njegovih prijatelja u vašu kuću.
	Ponudite sugestije za načine na koje se može pridružiti aktivnosti. Na primjer, recite, "Zašto ne pitaš Emily, Sashu i Jamona možeš li im se pridružiti u igri?"
	Pustite da vaše dijete vodi kod kuće kada odlučuje čega i sa kim da se igra.
	Pričajte sa svojim djetetom o vrstama igara i aktivnostima koje ono voli prije nego što se ode igrati sa drugom djecom. Ovo će mu pomoći da se sjeti ideja koje može predložiti.

Tražite od svog djeteta da ...	Vaše dijete može ...
Nezavisno donosi odluke.	Izabrati materijal za neki projekat.
	Ponuditi pomoć drugima.
	Učiniti ispravnu stvar kada drugi to ne čine.
	Možete podržati svoje dijete ...
	Držite materijale za likovno izražavanje tamo gdje ih vaše dijete može dohvatiti. Dajte mu puno mogućnosti da kreira projekte tako da ono može predvidjeti šta mu je potrebno.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Nezavisno donosi odluke. (nastavak)	Kada vaše dijete predloži neku aktivnost ili projekat, pitajte ga, "Šta će nam biti potrebno da bismo to uradili?" Podržite ga u smišljanju aktivnosti a da mu ne pomažete previše niti da preuzmete komandu. Dajte mu mogućnosti da samo donese odluku kada je to prikladno. Na primjer, dopustite mu da ponekad izabere šta će obući, koju će knjigu čitati pred spavanje, ili koju vrstu voća želi za užinu. Pokažite svom djetetu kako da pomogne drugima. Ponudite mu svoju pomoć kada mu je potrebna. Kada vam se obrati za pomoć, pomozite mu bez gunđanja. Kada vidite da se vaše dijete nudi da pomogne vama ili drugima, pohvalite ga za njegove akcije. Prokomentarišite kako ono voli da pomaže. Dajte da vaše dijete vidi da vi radite prave stvari, i kažite mu zašto to radite. Na primjer, vratite se u radnju ako otkrijete da vam nisu naplatili predmet koji ste kupili. Povedite svoje dijete sa sobom i objasnite zašto. Učinite da se vaše dijete osjeća važnim tretirajući ga sa toplinom i imajte razumijevanja za njegove potrebe. Kažite svom djetetu da od njega očekujete da učini ispravnu stvar čak i kada drugi to ne učine. Pričajte o tome kako to može biti teško. Obezbijedite posljedice kada ono ne učini ono što je ispravno. Čitajte djetetu slikovnice koje prikazuju junake koji čine ispravne stvari, i razgovarajte o njima.

Tražite od svog djeteta da ...	Vaše dijete može ... / Možete podržati svoje dijete ...
Razvija samostalnost tokom aktivnosti, rutinskih ponavljanja i igre.	Objesiti svoju jaknu kada uđe u kuću. Ponekad uživati da se igra samo. Završiti neki zadatak. **Možete podržati svoje dijete ...** Obezbijedite mjesto gdje vaše dijete može lako objesiti svoju jaknu i drugu odjeću. Instalirajte kuke i police koje ono može dohvatiti. Pokažite svom djetetu kako da objesi jaknu, i pomozite mu da nauči da se brine o svojim stvarima. Budite dobar primjer svom djetetu sklanjajući svoju jaknu i odjeću.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Razvija samostalnost tokom aktivnosti, rutinskih ponavljanja i igre. (nastavak)	Pobrinite se da vaše dijete ima neke igračke i aktivnosti kojima se može igrati samo (npr. blokove, materijal za crtanje, slagalice i slikovnice). Postavite djetetu tajmer. Recite mu da se igra samo dok se ne isključi tajmer i da ćete se onda vi igrati s njim dok se tajmer ponovo ne isključi. Kad vidite da se vaše dijete igra samo, kažite mu: "Sviđa mi se kako ponekad znaš da se igraš sam(a)." Dajte djetetu da obavi jednostavne zadatke, kao što je sipanje vode u cukinu posudu. Zatim mu dajte komplikovanije zadatke, kao što je sklanjanje njegove čiste odjeće. Dajte svom djetetu puno slobodnog vremena za obavljanje aktivnosti koje voli da obavlja samo, kao što je crtanje, igranje sa blokovima ili slaganje slagalica. Kada vaše dijete počne da gubi interes za neki projekat, kažite mu da se unaprijed radujete da vidite kako će to završiti. Podijelite veliki zadatak na dijelove. Na primjer, ako želite da vaše dijete postavi sto, dajte mu da prvo postavi tanjire, zatim salvete, pa viljuške itd. To će mu olakšati da zadrži fokus i napraviće da zadatak ne izgleda preteško. Kada vaše dijete radi na nekom zadatku, prokomentarišite to što ono pomaže porodici i svima poboljšava život.

Pred-
Kindergarten
pristupi učenju

Standard (cilj):

Pokazuje kreativnost.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Pokuša obaviti stvari na nove načine.	Završiti projekte drugačije nego drugi (npr. koristiti novi pristup u izgradnji blokovima, slikama ili izgradnji glinom. Koristiti materijale na novi način (npr. deka postaje šator). Smišljati nove aktivnosti ili igre ili predlagati nova pravila za poznatu igru.

Možete podržati svoje dijete ...

Obezbijedite likovne materijale i mjesto gdje se mogu koristiti. Uključite krejone (pastele), boje, kistove, drvene bojice, selotejp, makaze, plastelin (Play-Doh), kućne ostatke, itd.

Tražite od djeteta da smisli nove načine da se koriste obične, svakodnevne stvari kao što su loptice vate. Neka smisli šta sve može napraviti od papirnate kese.

Dozvolite mu da preduzme razumne rizike, eksperimentiše i pravi greške.

Podstaknite ga da razmišlja ili razmatra razne ideje. Neka zamisli sve razne načine da se dođe do kuće prijatelja (npr. hodanje, trčanje, vožnja, let) ili da imenuje sve čega može da se sjeti da je plavo.

Sa svojim djetetom, izmislite nove obrasce tapšanja na poznate pjesme.

Podstičite svoje dijete da se na nove načine igra sa starim, omiljenim igračkama.

Dozvolite svom djetetu da bude spontano, neuredno i šašavo. Obezbijedite puno prostora da bi moglo biti kreativno.

Postavljajte mu pitanja koja podstiču kreativno razmišljanje (npr. pitajte, "Šta još možeš sa ovim uraditi? Možeš li se sjetiti nekog drugog načina da se ovo koristi?").

Dajte svom djetetu igračke sa kojima se može igrati na različite načine, kao što su blokovi (kocke), lopte, muzički instrumenti i plastične figure ili životinje.

Budite fleksibilni sa pravilima igre. Izbjegavajte da kažete svom djetetu da se igra može igrati samo na određeni način.

I sami budite kreativni. Pokušajte da smislite nove ideje da riješite probleme ili izvedete stvari na bolji način.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Koristite maštu da bi stvorili raznovrsne ideje.	Izmišljati riječi, pjesme ili priče. Igrati se igara pretvaranja. Mijenjati poznate priče dodajući nove akcije ili likove. Izraziti ideje kroz umjetnost, konstrukciju, pokret ili muziku.

Možete podržati svoje dijete ...

Igrajte se igara pretvaranja, pričajte šašavo ili pjevajte pjesme koje se rimuju koje ste izmislili ili vi, ili vaše dijete. Izmislite različite završetke omiljene priče.

Glumite likove iz priča sa svojim djetetom, i dajte mu da bude učitelj/ica, ili doktor/ica ili majka.

Prepustite vodstvo svom djetetu u igrama pretvaranja. Pokušajte da proširite njegove aktivnosti (npr., recite, "O, ti si vatrogasac? Ovdje je požar. Molim te dođi i ponesi svoje crijevo za gašenje požara i ljestve!").

Kada se ono pretvara da je neko drugi, obraćajte se tom liku kojeg ono glumi. Ake se pretvara da je konobarica, razgovarajte sa njom na način na koji bi odrasli razgovarali u restoranu (npr., recite, "Mogu li dobiti jelovnik, molim vas.").

Mnogo male djece imaju zamišljene prijatelje. Ako vaše dijete ima "kao bajagi" drugove, pustite ga da priča i da se igra sa njima.

Obezbijedite materijale koji podstiču igre maštarija. Ovo može uključiti lutke i odjeću i opremu za lutke, marionete za prste ili ruke, male plastične životinje, setove figura malih ljudi (uključujući figure različitih kultura i rasa), prazne kutije za cipele, i umjetničke potrepštine za pravljenje setova za igru.

Koristite stari kofer ili kutiju za držanje stvari za igru maštarija, pretvaranja kao što su odjeća, alati za različita zanimanja i materijale za pisanje.

Obezbijedite opremu prema veličini djece. Uključite kuhinjski pribor i suđe, alate za različita zanimanja, materijal za pisanje, sudopere, šporete, stolove, stolice, krevete, itd.

Izbjegavajte rekvizite za igru koji promovišu stereotipno ponašanje, agresivnost i neosjetljivost na nasilje. To bi mogli biti pištolji igračke realističnog izgleda, mačevi i drugo oružje, i figurice bazirane na likovima iz TV programa i filmova sa nasiljem.

Ograničite vrijeme koje vaše dijete provodi gledajući televiziju ili igrajući video igre. Podstičite svoje dijete da "odglumi priču" ili da "izmisli novi kraj" TV programima ili filmovima koje ste pažljivo odabrali.

Tražite od svog djeteta da ...

Pokaže smisao za humor.

Vaše dijete može ...

Smijati se kad neko ispriča nešto smiješno.

Preuveličavati pokret ili izjavu da bi bilo smiješno.

Izmisliti šašave riječi ili se igrati sa zvukovima.

Izmisliti šale (npr., nanovo i nanovo prepričavati jednostavne šale).

Možete podržati svoje dijete ...

Obezbijedite puno smiješnih knjiga, koje uključuju priče, poeziju i jednostavne knjige sa šalama, zagonetkama i stripovima. Dok vaše dijete vjerovatno nije još savladalo šale i zagonetke, ipak će biti zainteresovano za njih.

Mala djeca uživaju u konkretnom humoru kojeg mogu vidjeti. Samo da se zabavite, obucite svoju jaknu naopačke ili pantalone stavite na glavu da svoje dijete podstaknete na smijeh.

Pričajte sa svojim djetetom smješne priče. Zajedno izmislite šašave završetke za poznate priče.

Igrajte se igara riječi sa svojim djetetom. Kažite poznatu rimu, ali promijenite prvo slovo kod nekih riječi. Na primjer kažite: "Tašun, tašun, ranana..." umjesto: „Tašun, tašun, tanana...".

Pokažite svom djetetu da se znate smijati svojim vlastitim šašavim greškama.

Zabavite se sa svojim djetetom. Dozvolite mu da se igra na svoj način bez kritike.

Smijte se njegovim šalama čak i ako vam se ne čine toliko smiješnim. I sami ispričajte šašave šale. Jednostavne zagonetke tipa "Šta sam ja?" su takođe zabavne. Smijte se sa svojim djetetom.

Pred-Kindergarten pristupi učenju

Standard (cilj):

Pokazuje samopouzdanje.

Tražite od svog djeteta da ...

Izrazi svoje sopstvene ideje i mišljenja.

Vaše dijete može ...

Izraziti šta mu se sviđa a šta ne.

Predložiti rješenje konflikta ili problema.

Podijeliti ideje sa grupom (npr., sa porodicom ili drugovima u učionici).

Možete podržati svoje dijete ...

Ohrabrite ga da izrazi šta mu se sviđa a šta ne.

Dajte komentar na to šta ste primijetili kod njega (npr., kažite, "Igraš se već dugo sa tim blokovima. Mora da ti se sviđa gradnja blokovima!").

Pitajte ga za njegovo mišljenje i ideje, i obratite pažnju na njega (nju) dok govori.

Dajte svom djetetu i njegovim prijateljima ili braći i sestrama priliku da razriješe svoje konflikte. Poslije toga, dajte komentar na to što ste vidjeli da su uradili i što je uspjelo Uskočite sa rješenjima samo onda kada to od vas traže ili kad izgleda da nisu u stanju da to sami riješe. Pomozite im da opišu svoja osjećanja jedni drugima (npr., kažite, "Ti izgledaš ljuta, Jessica. Kaži Lamaru kako se osjećaš.").

Uključite svoje dijete u porodične diskusije i planiranje. Ozbiljno razmotrite njegove ideje.

Dajte svom djetetu mogućnost da učestvuje u grupnim aktivnostima (npr., predškolsko, vrtić, grupe za igranje, škola u crkvi).

Tražite od svog djeteta da ...	Vaše dijete može ...
Samog sebe vidi kao kompetentnog i da ima pozitivnu sliku o sebi.	Izraziti savladavanje vještine (napr., reći, "Sad mogu sam(a) da se ljuljam.").
	Tražiti od drugih da vide njegovu kreaciju (napr., reći, "Pogledaj moju sliku.").
	Doprinijeti diskusiji u porodici/učionici.
	Biti ponosno na svoja dostignuća.

Možete podržati svoje dijete ...

Ohrabrite svoje dijete da samo čini stvari za sebe. Odgovorite na njegova pitanja, ali izbjegavajte da previše govorite.

Ako se vaše dijete žali da je zadatak za njega pretežak, podijelite ga na dijelove i dajte mu da obavi koliko može. Na primjer, ako pokušava da obuče majicu, pomozite mu da provuče ruku kroz rukave ali neka ono povuče majicu dole preko glave.

Kada se vaše dijete kontinuirano trudi da savlada zadatak, kažite mu da je odlično da ostaje pri tom.

Dajte svom djetetu do znanja da je ono nešto posebno. Dajte mu puno ljubavi, zagrljaja, rukovanja i pohvale svakog dana. Kažite mu da je super, da je slatko i zabavno.

Pokažite svom djetetu da ste ponosni na njega i njegova dostignuća. Neka vas čuje da ga hvalite svojim prijateljima i rođacima.

Napravite da se vaše dijete osjeća prihvaćeno i poštovano čak i kada ga korigujete.

Bez obzira na to koliko imate posla, dajte svom djetetu do znanja da i dalje ono ima pristup do vas i da ga vi ne ignorišete.

Posmatrajte svoje dijete da bi vidjeli šta ono sve može i ne može učiniti tako da vaša očekivanja od djeteta budu realistična.

Vodite porodične razgovore u vrijeme obroka, kada se vozite u autu, i u drugo vrijeme, i uključite svoje dijete. Pitajte ga šta misli.

Održavajte pozitivan stav! Koncentrišite se na stvari koje vaše dijete radi dobro i izbjegavajte da ga kritikujete.

Pokažite ponos na mogućnosti i vrline svoga djeteta, kao što su njegov smisao za humor i njegov lijepi glas.

Pred-Kindergarten pristupi učenju

Standard (cilj):

Pokazuje upornost.

Tražite od svog djeteta da ...	Vaše dijete može ...
Održi pažnju na zadatku ili aktivnosti prikladno njegovom uzrastu.	Biti uključeno u aktivnosti (napr., graditi prostranu strukturu od blokova ili dovršiti igranje igre) prikladan vremenski period.
	Posvetiti se zadatku bez obzira na ometanja.
	Raditi na nekom zadatku jedan vremenski period, odlazeći i vraćajući se da ga završi (napr., Lego kocke, slika).

Možete podržati svoje dijete ...

Pomozite svom djetetu da bude emotivno uključeno u aktivnost tako da stekne prirodnu želju da ostane na zadatku. Na primjer, recite, "Vidi tebe! Praviš tako veliki dvorac. Jedva čekam da ga vidim kad bude završen." Održavanje pažnje do15 minuta je prikladno za većinu djece pretškolskog uzrasta.

Igrajte se raznih igara sa svojim djetetom. Ako ono ozgubi interes, napravite pauzu i nastavite igru poslije.

Blago vodite svoje dijete da ostane na zadatku ako je ometeno nečim. Pokažite mu da ste zainteresovani i entuzijastični vezano za to što ono radi.

Pohvalite svoje dijete kada nešto završi (napr. recite, "Radio(la) si na toj slici dok nije postala onakava kakvu si je ti htio (htjela)!").

Pomozite svom djetetu da vidi sve korake u toku jedne aktivnosti, na primjer, izaberite igru, nađite igrače, izvadite dijelove, igrajte igru, i onda je sklonite.

Ako učite svoje dijete kako da nešto uradi, napravite tabelu koja mu pokazuje slike ili crteže koraka koje je potrebno izvesti da bi se završio zadatak. Pomozite tako što ćete označiti korake kako ih bude završavao.

Tražite od svog djeteta da ...

Prihvati i slijedi izazov.

Vaše dijete može ...

Planirati neku aktivnost.

Završiti projekat.

Nastaviti da pokušava izvesti komplikovan zadatak (npr. da izgradi komlikovanu strukturu od blokova).

Možete podržati svoje dijete ...

Pomozite svom djetetu da nadođe na ideje za projekte kada izgleda da mu je dosadno. Pitajte ga šta mu je potrebno da započne projekat koji je izabralo.

Dajte svom djetetu kratke, značajne zadatke kao što je slaganje veša ili hranjenje kućnog ljubimca. Dajte komentar na to kako pomaže porodici.

Kako se vaše dijete bude navikavalo na obavljanje kratkih zadataka, zadajte mu kompleksnije zadatke. Na primjer, ako je njegov posao bio da postavi sto, naučite ga da postavi samo podmetače i pribor za jelo.

Kada obavljate poslove u domaćinstvu u prisustvu svoga djeteta, razovarajte o koracima koji su u to uključeni. Recite, "Da vidimo, Ispekli smo kokošku, i sad ću je isjeći da napravimo pileću salatu."

Kad vaše dijete radi na nekom projektu, dajte komentar na to kako se drži zadatka i zašto je to važno.

Ako vaše dijete izgubi interes za svoj projekat, ohrabrite ga da nastavi predlažući neku granicu (npr. recite, "Radi na slagalici još samo tri minute. Uključiću tajmer."). Ako odbije da nastavi, predložite pauzu. Primjetite kako je dobro radilo do tada.

Ako traži pomoć, pomozite mu ako je to potrebno, ali nemojte sami preuzeti posao.

Neka vaše dijete vidi da i vi prihvatate izazove u svom životu i da ne odustajete. Započnite čišćenje, ili projekat popravke i završite ga. Uključite se u neki dobrotvorni projekat.

Tražite od svog djeteta da ...

Da se uspješno bori sa frustracijama.

Vaše dijete može ...

Pokazati razumijevanje kada mu drug ili drugarica nenamjerno obori gradnju od blokova.

Izgubiti igru a da se ne uzruja.

Ustrajati u pokusajima da izvrši zadatak poslije mnogo neuspjelih pokušaja. (npr. vezivanje cipela, vožnja bicikla). .

Možete podržati svoje dijete ...

Dajte svom djetetu do znanja da su frustracija i ljutnja prirodna i očekivana osjećanja. Ali ipak, ono treba da prikladno izrazi ta osjećanja. Na primjer, recite, "Ti si veoma ljut(a) jer ne možeš dobiti slatkiš. Jako mi je žao što si ljut(a) ali molim te koristi smiren glas kada razgovaraš sa mnom."

Pomozite da se stres vašeg djeteta smanji provodeći vrijeme nasamo sa njim svakoga dana. Šetajte, pecite kolače, radite u bašti ili radite bilo šta u čemu vaše dijete uživa. Pobrinite se da se dijete dovoljno naspava i pravilno hrani.

Pomozite svom djetetu da razumije namjere drugih. Na primjer, recite, "Rashod nije oborio tvoju kulu namjerno. To je bilo slučajno. On je samo prolazio."

Pomozite da se ponašanje vašeg djeteta preusmjeri kada je isfrustrirano. Ako je vaše dijete isfrustrirano jer ne može sastaviti slagalicu,pokažite mu druge načine na koje to može uraditi.

Podstaknite svoje dijete da govori o svojim osjećanjima čak iako govori stvari koje vi radije ne biste čuli. Ono treba da nauči da je bolje izraziti ljutnju i frustraciju riječima. Potom može naučiti da ne koristi riječi koje su nepristojne i uvrjedljive.

Čitajte svom djetetu knjige koje govore o likovima koji se bore sa frustracijama.

Dajte dobar primjer. Ostanite mirni kada se naljutite.

Naučite svoje dijete tehnike kontrolisanja raspoloženja (npr. koristite riječi da izrazite osjećanja, otiđite u drugu sobu ili započnite neku drugu aktivnost). Ovim dajte primjer kako vi kontrolišete svoje raspoloženje.

Naučite svoje dijete da su greške mogućnosti za učenje. Pohvalite ga kada ponovo pokuša.

Kažite svom djetetu da dobro radi kada nastavlja da pokušava izvršiti zadatak. Uvjerite ga da ono to može uraditi.

Pred-Kindergarten pristupi učenju

Standard (cilj):

Koristi vještine rješavanja problema.

Tražite od svog djeteta da ...	**Vaše dijete može ...**
Prepoznaje probleme.	Iznijeti lični problem (na primjer govoreći "Ja ne mogu da zakopčam jaknu." ili "ne mogu da nađem ljubičasti flomaster.").
	Predvidjeti potencijalni problem (napr. da kaže, "Ako se previsoko popnem, neću moći da siđem.").
	Sjetiti se prethodnog problema (napr. da kaže, "Sjećam se da smo prošli put kad smo pravili kuću morali staviti još jedan blok ovdje da je podrži.").
	Možete podržati svoje dijete ...
	Ako vaše dijete izgleda isfrustrirano ili uznujano, pitajte ga u čemu je problem. Ako vam ono ne kaže, vi to izrazite za njega. Na primjer, kažite, "Izgleda da si ljut(a) jer ne možeš dohvatiti tu policu."
	Kreirajte konfliktne situacije koristeći plišane životinje ili lutke. Pričajte sa svojim djetetom o tome šta se dogodilo, o osjećanjima i kako da se najbolje nješe problemi.
	Obezbijedite igračke i potrepštine koje stimulišu razmišljanje i rješavanje problema kao što su bojice, blokovi (kockice), Lego, pijesak, voda, plastelin i slagalice.
	Kada imate problem koje ono može razumjeti, razgovarajte o njemu. Na primjer, recite, "Ne mogu da nađem moje ključeve. Da vidimo. Gdje si ih ti posljednji put vidio (vidjela) ?"
	Podsjetite svoje dijete na prethodni problem. Na primjer, kažite, "Sjećaš li se prošle sedmice kad si htio da napraviš zelenu travu na tvojoj slici ali nismo imali zelene boje? Sjećaš se kako smo pomiješali žutu i plavu boju?"
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Pokuša riješiti probleme.	Modifikovati svoje akcije na osnovu novih informacija i iskustava (napr., promijeniti strukturu blokova kada kula stalno pada, premjestiti se tokom priče da pogleda knjigu, ili da obuče džemper kad mu je hladno).
	Promijeniti svoje ponašanje prema nekom drugom djetetu ili odraslo osobi (napr., utješiti drugo dijete koje plače).
	Tražiti pomoć od drugog djeteta ili odrasle osobe.

72

BEST COPY AVAILABLE

Tražite od svog djeteta da ...	**Možete podržati svoje dijete ...**
Pokuša riješiti probleme. (nastavak)	Pomozite svom djetetu da nauči kako da stavi stvari u kutiju, počisti što se prosulo ili obuče čarape.
	Podstičite svoje dijete da sjedi sa vama dok ne smisli tri moguća rješenja za neki problem. Prihvatite sva rješenja, čak i ona koja su šašava. Ono uvježbava rješavanje problema.
	Pitajte svoje dijete, "Kako možemo riješiti ovaj problem?" Dajte mu vremena da smisli neka rješenja. Oduprite se iskušenju da uskočite sa odgovorima. Nije rješenje to što je važno. Važan je proces učenja nalaženja rješenja. Nakon što nauči da nadođe na ideje, ono može početi da prosuđuje da li će ta rješenja uspjeti ili ne.
	Ohrabrite svoje dijete da eksperimentiše sa likovnim materijalima, muzičkim instrumentima i materijalima za gradnju. Postavite pitanja kao što su: "Kako si to napravio(la)?" "Šta misliš da će se desiti ako... ?" "Šta bi još mogao (mogla) uraditi?"
	Pričajte o nečemu što se desilo tokom dana. Smislite sa svojim djetetom neke druge načine na koje je neko drugi mogao reagovati.
	Kada vaše dijete postane isfrustrirano tokom igre, pomozite mu da razvije vještinu razvijanja problema. Na primjer, ako mu se kula stalno ruši.
Tražite od svog djeteta da ...	**Vaše dijete može ...**
Sarađuje sa drugima u rješavanju problema.	Donositi zajedničke odluke sa drugim djetetom (napr. planira sa drugim djetetom da od blokova sagradi dvorac ili zajedno odlučuju koju će igru igrati ili kako će podijeliti materijale kao što su igračke ili flomasteri).
	Raditi sa drugim djetetom na rješavanju problema ili konflikta bez pomoći odraslih.
	Ponuditi rješenje za problem sa drugim djetetom.
	Mijenjati se (na primjer reći, "Hajde da odlučimo ko će ići prvi a ko drugi ... .").
	Možete podržati svoje dijete ...
	Čitajte svom djetetu knjige koje pokazuju kako ljudi sarađuju u rješavanju problema. Pričajte sa djetetom o tom šta se dešava u priči.
	Pmozite djetetu da pronađe solucije sa drugom djecom. Pitajte šta svako od djece želi i kako se on ili ona osjeća. Objasnite problem. Neka djeca na smjenu pronalaze rješenja i ustanovljavaju da li su rješenja prihvatljiva za svakoga. Podstičite ih da budu uporni i da nastave dok ne smisle rješenje koje svima odgovara.

Tražite od svog djeteta da ...	Možete podržati svoje dijete ...
Sarađuje sa drugima u rješavanju problema.	Ako dijete traži vašu pomoć, pokušajte da ostavite to što radite i da mu posvetite pažnju. Ako vas ono iznervira ili ga ignorišete, vi ćete ga obeshrabriti da se obrati vama ili drugim odraslima za pomoć.
	Pohvalite svoje dijete kada traži ili nudi pomoć.
	Budite dobar primjer. Neka vaše dijete vidi kako tražite pomoć od drugih. Ttražite ponekad od djeteta da vam pomogne.
(nastavak)	

Resursi-knjige

Brazelton, T., and Greenspan, S. (2000). *The irreducible needs of children: What every child must have to grow, learn, and flourish.* Cambridge, MA: Perseus Publishing.

Brazelton, T.B. (1992). *Touchpoints.* Reading, MA: Addison-Wesley.

Brazelton, T.B., and Sparrow, J.D. (2001). *Touchpoints three to six: Your child's emotional and behavioral development.* Reading, MA: Perseus Books.

Calkins, L., and Bellino, L. (1997). *Raising lifelong learners.* Reading, MA: Perseus Books.

Chesto, K.O. (1997). *Raising kids who care: About themselves, about their world, about each other.* Franklin, WI: Sheed and Ward.

Denham, S.A. (1998). *Emotional development in young children.* New York: The Guilford Press.

Greenspan, S., and Greenspan, S.I. (2002). *The secure child: Helping children feel safe and confident in a changing world.* Reading, MA: Perseus Books.

Greenspan, S., and Salmon, J. (1995). *The challenging child: Understanding, raising, and enjoying the five "difficult" types of children.* Reading, MA: Addison-Wesley.

Kurcinka, M.S. (1998). *Raising your spirited child.* New York: HarperCollins Publishers.

Lickona, T. (1983). *Raising good children.* New York: Bantam Books.

Meisels, S.J., Marsden, D.B., and Stetson, C. (2000). *Winning ways to learn.* New York: Goddard Press.

Pipher, M.B. (1997). *The shelter of each other: Rebuilding our families.* New York: Ballantine Books.

Ramey, S., and Ramey, C. (1999). *Going to school.* New York: Goddard Press.

Rich, D. (1997). *What do we say? What do we do?* New York: Tom Doherty Associates Inc.

Schiller, P., and Bryant, T. (1998). *The values book.* Beltsville, MD: Gryphon House.

White, M. (1995). *Keys to parenting your five-year old.* Hauppauge, NY: Barron's Educational Series.

Savjeti za roditelje

Vi igrate veliku ulogu u socijalnom i emocionalnom razvoju i pristupima učenja svoga djeteta. Ove sugestije vam mogu pomoći da rukovodite njegovim razvojem.

- Vodite vaše dijete nježno ali čvrsto na pozitivan, prijateljski način sa samopouzdanjem.
- Ohrabrite svoje dijete da razvija stav uživanja u društvu drugih i da ih tretira sa obzirom i uljudnošću.
- Obezbijedite svom djetetu priliku da se igra sa drugima.
- Ohrabrujte pozitivno ponašanje umjesto zadržavanja na negativnom.
- Pričajte sa svojim djetetom o osjećanjima drugih i važnosti toga da se bude ljubazan i obazriv.
- Ukažite svom djetetu na stvari koje ono radi koje pokazuju da brine o drugima, kao što je dijeljenje igračaka, puštanje druge osobe da ide prva, korištenje lijepih manira ili pomaganje nekome. Dajte djetetu kompliment na njegovo (njeno) ponašanje, i objasnite kako će njegove akcije koristiti drugima.
- Naučite svoje dijete da bude učtivo i obazrivo prema drugima. Podstičite ga da kaže "molim," "hvala," i "izvinite" kada je to prikladno i sami dajte primjer učtivosti unutar i izvan vašeg doma.
- Pokušajte da ustanovite i održavate toplu, blisku vezu sa svojim djetetom. Budite nježni i strpljivi sa njim.
- Učestvujte u konfliktima svoga djeteta sa djecom sa kojom se igra i bratom ili sestrom prije nego što teškoće eskaliraju. Pomozite mu da riješi konflikte.
- Ukažite na efekte akcija vašeg djeteta na druge.
- Dajte primjer vrlina koje želite da vidite kod svog djeteta i diskutujte o tome sa njim. Čitajte mu knjige koje naglašavaju ove vrline.
- Podstičite multikulturalnu svijest kroz reprezentativne lutke, marionete, slike i knjige.
- Ohrabrite vaše dijete zagrljajima i utješnim riječima kada postigne kontrolu nad svojim emocijama. Ovo će ojačati vašu vezu sa njim i daće mu do znanja da ga još uvijek volite iako ponekad ne može da kontrolise svoje ponašanje.
- Pomozite svom djetetu da nauči upravljati sobom kreiranjem tabele poslova, koji trebaju biti označeni kada se obave.
- Imenujte osjećanja djeteta, i recite mu kad ih ne ispoljava na prikladne načine.
- Pomozite svom djetetu da nauči rješavati svoje sopstvene konflikte.
- Dajte svom djetetu mogućnost da se bori sa frustracijama i promašajima umjesto da ga previše štitite.

- Objasnite svom djetetu šta je pogrešno učinilo, zašto je to bilo pogrešno i kako je trebalo da se ponaša.
- Trudite se da svoje dijete spriječite da upadne u nevolju prije nego što se to desi tako da ga ne morate stalno ispravljati.
- Koristite lutke ili igru pretvaranja da bi svom djetetu dali mogućnost da izrazi svoje strahove. Kada vaše dijete izrazi strah, pomozite mu da smisli načine na koje može biti hrabro. Ako se boji novih mjesta ili stvari, idite prvo par puta u probnu posjetu dok se ono na njih ne navikne.
- Pričajte sa svojim djetetom o načinima na koje se mogu preusmjeriti njegove misli ili akcije. Na primjer, čitajte svom djetetu dok čekate kod doktora ili se igrajte neke igre dok se vozite autom. Kažite mu da je lakše čekati kada se misli na druge stvari.
- Igrajte se igara "kao bajagi" sa svojim djetetom. Igra pretvaranja pomaže u razvoju upravljanja samim sobom. Igra pretvaranja obično uključuje dobrovoljno praćenje socijalnih pravila.
- Naučite svoje dijete da izađe na kraj sa svojim emocijama (napr, da duboko uzdahne, da drži dekicu da se utješi, da koristi riječi umjesto šaka).
- Igrajte igre sa svojim djetetom koje podstiču kontrolu impulsa (npr. Aberečke, abertude..., Hoda maca oko tebe, Širi, širi, vezeni peškiri...).
- Napravite glavnim ciljem vašeg djeteta da razvija interes za događaje, predmete i ljude.
- Neka vaše dijete zna da je u redu napraviti greške i da ljudi uče iz počinjenih grešaka.
- Podstičite vaše dijete da preduzme razumne rizike, i pohvalite ga kad to učini (čak i kada ne uspije).
- Dozvolite svom djetetu da iznese svoja mišljenja, ideje i osjećanja.
- Podstičite vaše dijete da nastavi da pokušava i da ne odustaje— budite navijač!

Resursi za djecu

Osjećanja: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* — Judith Viorst and Ray Cruz; *Alicia Has a Bad Day* — Lisa Jahn-Claugh; *Bennie's Pennies* — Pat Brisson and Bob Barner; *Feelings* — Aliki; *I Love You Just the Way You Are* — Virginia Miller; *I Love You Very: A Child's Book of Love* — Flavia Weedn and Lisa Weedn; *I Was So Mad* — Mercer Mayer; *Leo the Late Bloomer* — Robert Krauss and Jose Aruego; *My Many Colored Days* — Dr. Seuss, Lon Fancher and Steve Johnson; *Owen* — Kevin Henkes; *Sheila Rae, the Brave* — Kevin Henkes; *The True Story of the Three Little Pigs* — Jon Scieszka and Lane Smith; *The Way I Feel* — Janan Cain; *Wemberly Worried* — Kevin Henkes; *What Makes Me Happy?* — Catherine Anholt and Laurence Anholt; *When I Was Little* — Jamie Lee Curtis and Laura Cornell; *When You're Shy: And You Know It* — Elizabeth Crary et al.; *Where the Wild Things Are* — Maurice Sendak.

Strahovi: *Bedtime for Frances* — Russell Hoban and Garth Williams; *The Boy Under the Bed* — Preston McClear and Nicholas Dollack; *Owl Babies* — Martin Waddell and Patrick Benson.

Novi brat ili sestra: *A Baby for Grace* — Ian Whybrow and Christian Birmingham; *The Baby Sister* — Tomie dePaola; *I'm a Big Brother* — Joanna Cole and Maxie Chambliss; *I'm a Big Sister* — Joanna Cole and Maxie Chambliss; *Julius, the Baby of the World* — Kevin Henkes; *Peter's Chair* — Ezra Jack Keats.

Smrt: *I'll Always Love You* — Hans Wilhelm; *The Tenth Good Thing About Barney* — Judith Viorst and Erik Blegved; *When a Pet Dies* — Fred Rogers and Jim Judkis.

Razvod: *Dinosaurs Divorce: A Guide for Changing Families* — Laurence Brown, Marc Tolon Brown and Laurene Krasny Brown; *Let's Talk About It: Divorce* — Fred Rogers and Jim Judkis.

Veze: *Abuela's Weave* — Omar Castaneda; *I'm Like You, You're Like Me* — Cindy Gainer; *Making Friends* — Fred Rogers and Jim Judkis; *Tell Me Something Happy Before I Go to Sleep* — Joyce Dunbar and Debi Gliori; *Yo! Yes?* — Christopher Raschka.

Selidba: *Boomer's Big Day* — Constance McGeorge and Mary Whyte; *Goodbye House* — Frank Asch.

Bolest/operacija: *Blueberry Eyes* — Monica Driscoll Beatty and Peg Michel; *Chris Gets Ear Tubes* — Betty Pace and Kathryn Hutton; *Going to the Hospital* — Fred Rogers, Jim Judkins and Jim Judkis; *Just Going to the Dentist* — Mercer Mayer; *Koko's Big Earache: Preparing Your Child for Ear Tube Surgery* — Vicki Lansky; *Paper Chain* — Claire Blake et al; *Promises* — Elizabeth Winthrop and Betsy Lewin.

Raznovrsnost: *Aiko's Flowers* — Rui Vmezawa and Yuji Ando; *Arrow to the Sun: A Pueblo Indian Tale* — Gerald McDermott; *Beneath the Stone: A Mexican Zapotec Tale* — Bernard Wolf; *Cajun Through and Through* — Tynia Thomassie and Andrew Glass; *Chinatown* — William Low; *The Colors of Us* — Karen Katz; *Hats, Hats, Hats* — Ann Morris and Ken Heyman; *The Legend of the Indian Paintbrush* — Tomie dePaola; *Pass It On — African- American Poetry for Children* — Wade Hudson and Floyd Cooper; *Potluck* — Anne Shelby and Irene Trivas; *Throw Your Tooth on the Roof: Tooth Traditions From Around the World* — Selby Becker and G. Brian Karas; *To Be a Kid* — Maya Ajmera, John D. Ivanko and Martin Kraft; *Two Eyes, a Nose and a Mouth* — Roberta Grobel Intrater; *We're Different, We're the Same* — Bobbi Jane Kate and Joe Mathieu.

Pomoc za roditelje

Za više informacija o socijalnom i emocionalnom razvoju vašeg djeteta, posjetite sljedeće internet stranice:

- American Academy of Child and Adolescent Psychiatry — www.aacap.org
- American Academy of Pediatrics — www.aap.org
- About Our Kids — www.aboutourkids.org
- Caring for Every Child's Mental Health Campaign — www.mentalhealth.org/child
- Early Childhood — www.earlychildhood.com
- Family Education Network — www.familyeducation.com
- Family Fun — www.family.go.com
- Games and Books — www.kidspsych.org
- Educational Resources Information Center — www.ericeece.org
- Mental Health Parenting Information — www.parentinginformation.org
- National Parent Information Network — www.npin.org
- Parent Advice — www.parentsoup.com
- ParentLink — outreach.Missouri.edu/parentlink
- Parents as Teachers National Center — www.patnc.org
- The Positive Parenting Page — www.positiveparenting.com

Novembar 2002

Missouri Department of Elementary and Secondary Education
Early Childhood Section
P.O. Box 480, Jefferson City, MO 65102-0480
Internet stranica: dese.mo.gov

DESE 3270-23 7/03

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").